

The NSF Eddie Bernice Johnson INCLUDES Aspire Alliance

Strategy and Goals

The [Aspire Alliance's](#) overarching strategy is to align and reinforce both the professional development and recruitment, hiring, and retention practices of/for STEM faculty. Aspire is collaboratively led by six institutions as part of an NSF cooperative agreement. Aspire has 3 change teams (Institutional Change, Regional Change, and National Change); 3 support teams (Backbone, Research, and Evaluation); and 4 goals: 1) Deepen the preparation of all future, early-career and current STEM faculty to be inclusive and effective in their undergraduate teaching, research mentoring and advising; 2) Diversify the national faculty through effective recruitment, hiring, and retention of underrepresented group (URG) STEM faculty via institutional transformation in practices, policies, and resources; 3) Foster postsecondary organizational cultures that recognize and value inclusivity and diversity broadly, and in the context of STEM faculty work specifically; and 4): Collective Impact and Collaborative Infrastructure.

Aspire's Theory of Change

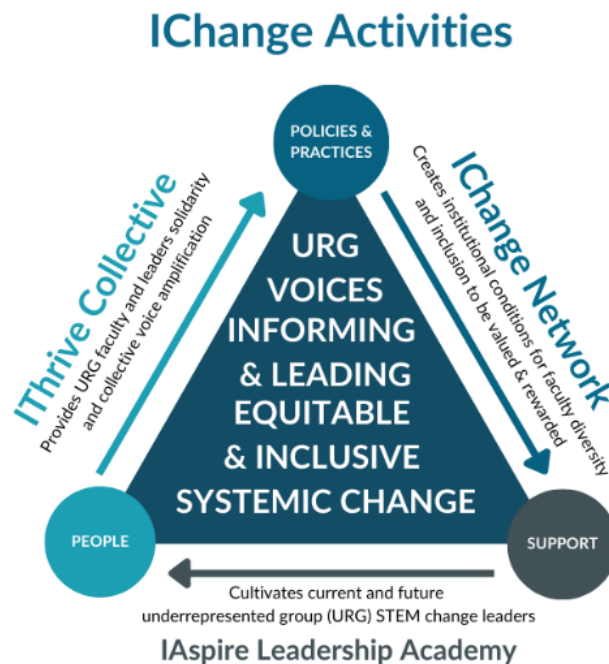


ASPIRE ALLIANCE OVERVIEW

This material is based upon work supported by the National Science Foundation under Grant No. (1834518, 1834519, 1834520, 1834521, 1834522, 1834523, 1834524, 1834525, 1834526, 1834527). Any opinions, findings, and conclusions or recommendations expressed in this material are those of the authors and do not necessarily reflect the views of the National Science Foundation.

Change Team Impacts & Activities

The Institutional Change Team has built thriving communities of practice, both within and across institutions, to address inclusive hiring and retention practices. 58 institutions have conducted self-assessment exercises, developed action plans, and implemented policy and practice changes as part of the IChange Network. Other key programs include: [IAspire Leadership Academy](#) for URG emerging leaders (88 fellows to date) and [IThrive Collective](#) for BIPOC faculty and allies.

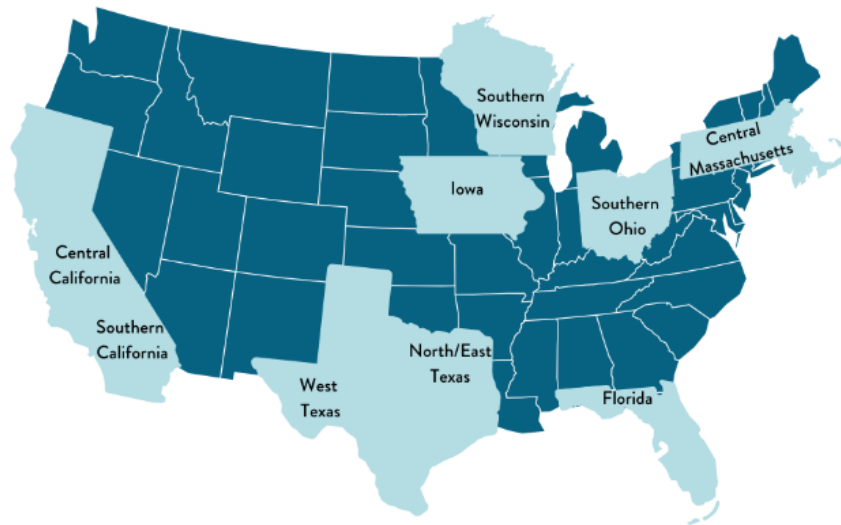


INSTITUTIONAL CHANGE INITIATIVE

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The Regional Change Team supports partnerships between 2- and 4-year institutions to build inclusive pathways for diverse graduate students to explore and secure positions as STEM faculty at 2-year institutions. They have formed 9 regional collaboratives which have engaged over 200 graduate students from 35, 4-year institutions in mentored teaching practicums at 22, 2-year institutions.

Regional Collaboratives

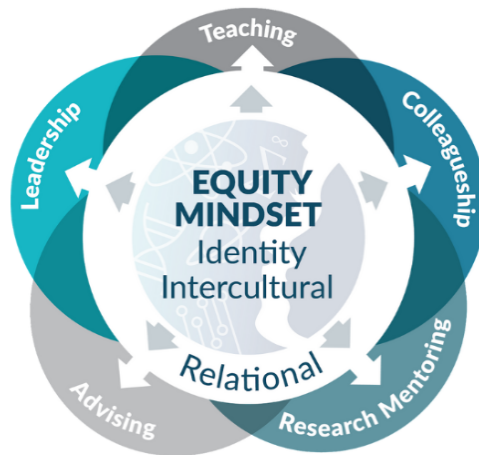


REGIONAL CHANGE INITIATIVE

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The National Change Team develops resources based on the Inclusive Professional Framework (IPF) for future/current faculty in inclusive teaching, mentoring, advising, leadership, and collegueship. They have partnered with institutions, disciplinary research societies and professional organizations to develop and facilitate 74 workshops and trainings, including an annual week-long Aspire Summer Institute, with 22 unique institutions, 1 lab, and 5+ different grant initiatives, and engaged over 2500 participants through these efforts.

Inclusive Professional Framework for Faculty



NATIONAL CHANGE INITIATIVE

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Research Output

Collectively the Alliance has [produced](#) 6 scholarly articles, over 10 resource guides and white papers, and provided dozens of presentations on topics ranging from how organizations facilitate DEI change, the role of boundary spanners in a collective impact organization, and the foundations of a DEI professional development framework for faculty.

Aspire's Reach By the Numbers Over 5 Years



195

PARTNERS

INCLUDING INSTITUTIONS OF HIGHER EDUCATION, DISCIPLINARY SOCIETIES, & OTHER ORGANIZATIONS



144

INSTITUTIONS OF HIGHER EDUCATION

120 4-YEAR INSTITUTIONS
24 2-YEAR INSTITUTIONS



3,500+

PARTICIPANTS

INSTITUTIONAL CHANGE, NATIONAL CHANGE, AND REGIONAL CHANGE ACTIVITIES



ASPIRE ALLIANCE OUTCOMES

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UCLA Specific Activities and Impacts

The [NSF INCLUDES Aspire Alliance Southern California Regional Collaborative](#) is a network of 2- and 4- year institutions. Many instructors in the CCs are alumni from UCs and students transfer into the UC system from CCs, creating a regional ecosystem of instructors and students. Prior to our engagement in Aspire there was *no formal training* available for UCLA's postdoctoral scholars and graduate students interested in pursuing a career in teaching at a CC. In speaking with CC leaders, it was clear that experience teaching *in the CC classroom* was crucial for these individuals to be competitive applicants for FT positions. UCLA participated in the CIRTl INCLUDES DDLP, identifying 4 regional teaching practicum programs that would address this need. These programs became key partners.

Over the past 5 years, UCLA has led many events bringing together these regional CC and UC faculty and administrators. Special events, ongoing webinar series, informational sessions, and career panels supported future faculty in learning about CC careers. From 2020-2022 there were a total of 20 interns that participated in **UCLA's Aspire2Teach** and 45% are still teaching in the region.

A mixed methods approach was developed to survey and interview Aspire2Teach participants who reported sustained interest in community college careers after completion and expressed an increase in their knowledge, confidence, and pedagogy skills related to teaching in the community college setting. Interns also specified that the Aspire program activities were beneficial to their teaching training, career development, and in providing a sense of community.

Our network also surveyed past participants across 5 distinct programs. The majority who reported that they currently hold a teaching role have remained in Southern California. Specifically, 43 respondents (46%) are teaching in two- or four-year colleges and universities in the Southern California region, compared to four who are teaching outside of the region. With high representation of Black, African American, Latino/a, and Chicano/a interns, this further indicates that participants of these programs are remaining in the region and contributing to shifts in faculty demographics as they take teaching positions at local community colleges. Our manuscript titled "*Regional Teaching Mentorship Programs as a Change Lever for Increasing Faculty Diversity Across 2-Year Colleges in Los Angeles and Orange Counties*" is in review.

Sustainability: Annual events continue through UCLA's CIRTl program (institutionally funded). Regional relationships remain strong and collaborations continue. We will pursue additional funding as we continue supporting our future faculty in successfully transitioning to careers at our regional CCs.