

COMMITTEE ON CAREER ADVISING

Annual Report, 2019-20

Introduction

The Committee on Career Advising met every other week throughout the academic year to conduct business regarding their charge to develop, implement, and evaluate mentoring activities that enhance the likelihood of faculty promotion and retention. The committee consisted of six members, one from each academic division, one from the School of Engineering and the Provost of Cowell College. Starting this year, the Academic Senate controls the CCA budget. CCA had an administrative commitment for the next three years of funding at the end of 2018-19, as well as funding for the Innovative Mentoring Pilot program. The committee implemented several initiatives which were started in 2018-2019, although some of our plans were disrupted due to the 2020 pandemic. A brief overview of the committee's notable work in 2019-20 is provided below, with suggestions for the new committee.

New Faculty Orientation

In September 2019, Chair Scott and CITL Director Jody Greene continued to refine the New Faculty Orientation (NFO). Holding it in the Seminar Room in the Coastal Biology Building worked very well. We decided to emphasize the NFO as part of a New Faculty Academy consisting of the Teaching Academy offered before the NFO as well as a series of workshops throughout the year designed to help new faculty succeed at UCSC. This orientation seemed to increase participation at the other workshops. At the NFO, we also emphasized the development of a sense of community, with an informal family BBQ after the event.

The evaluation forms collected before the BBQ provided valuable feedback. Overall, the event was positively received. CCA was in charge of the Research portion of the day, and Chair Scott worked with Dr. Greene to provide an overview of the structure of the university, emphasizing the role of the Academic Senate and shared governance. On 12 of the 21 returned evaluation forms, participants mentioned that opportunities to meet with the divisional research development specialists and Deans in roundtable sessions were particularly valuable. Ten of the evaluations said that the information about the structure of the university, key administrative officers, Senate committees and the SCFA, was "most valuable." Seven indicated that there was significant overlap between the sessions on teaching and the Teaching Academy that they just attended and found that to be "least valuable." Seven also said that they would like to learn more about tenure requirements and merit evaluations, with others asking for more information regarding biobibs, proposal submissions, pitfalls to avoid the first year, and a practical survival guide for living in Santa Cruz. Overall the comments were very positive, with one person asking for an additional "put it into practice" day of orientation. The CCA analyst has the full set of evaluations for the incoming Chair and committee to explore.

Faculty Mentorship Program

Mentor Matching Process

CCA oversees the Faculty Mentorship program in which all new faculty are matched with volunteer faculty mentors. This year we continued the process started last year. CCA presented information on possible mentors to mentees so that they were able to submit their mentoring preferences to CCA for consideration in the creation of mentoring pairs. Mentees were invited to submit up to five mentor choices, and we used this process to facilitate the matching process. All mentees who filled out the form were matched with one of their five choices. Others who didn't submit preferences were matched with the best available mentors from outside their departments. Mentor/mentee assignments were sent to mentors before they were finalized to allow them to weigh in on decisions. This year we had more volunteer mentors than new faculty needing mentors, so we suggest that this is considered in making matches for 2020-21, with priority for matches without stated preferences going to those mentors who volunteered and were not matched last year. In 2019-20 we had 26 incoming faculty. Mentees who have not yet received tenure were invited to continue in the FMP. In total, we had 189 participants consisting of 52 mentors and 137 mentees. Eight LSOEs were included in the FMP this year, and we reached out to the senior LSOEs as mentors to address feedback received from 2018-2019. In the letters to mentors and mentees, we strove to make the relationship and expectations clear for both parties.

Analysis of 2018-19 FMP Survey

While we conducted a survey of FMP participants last year, we didn't have time to fully analyze it. One of our first tasks in fall was to perform an analysis of the feedback we received from participants in the 2018-19 Faculty Mentorship Program. Of 26 responses, 11 were from mentors and 15 from mentees. The majority of mentors (8/11) felt they had appropriate resources to support their mentees; one suggested that an online questionnaire to mentees in the Fall could better facilitate mentor-mentee interactions. A few mentors that felt they didn't engage well with mentees cited busy mentee schedules, but were enthusiastic about trying to have at least one meeting per quarter.

From the mentee perspective, the vast majority (11/15) felt 'strongly' or 'extremely strongly' that they had a worthwhile experience with their mentor; those that didn't were in the small group that did not meet with their mentors or had mentors that were non-responsive. There were many positive comments about the program, such as "X is a committed, incredibly thoughtful, and generous mentor who has consistently provided me with invaluable support and advice, especially with regard to the specific issues facing female faculty of color" and "Y routinely had my best interests in mind, worked to make my transition to faculty here smooth, and checked in with me frequently. She went out of her way to make sure I felt supported, heard, and prioritized as junior faculty." Most mentees felt that they were matched with a mentor that was appropriate to their needs and preferences, but for those that did not feel that way, (3/15), there were varied reasons: 1) There was no senior LSOE to mentor a pre-tenure LSOE, or 2) they were assigned a mentor that was either not on their preferred list or one who already had two mentees and was reluctant to take on more. We also asked questions about FMP events throughout the year (e.g., workshops, socials) and the responses were overall positive, with those attending saying that it was worth their time.

Based on the analysis, the following areas were identified as areas of targeted improvement and we feel they should be continued:

- Improve the CCA website and provide better resources for mentors and mentees: Only 16% of respondents had accessed the CCA website (note: the website has been updated and improved, and emphasized as a valuable resource at our events).
- Strongly recommend that mentors initiate a quarterly meeting with mentees: Mentees that seemed most content with the program met at least once per quarter and had some overlap in research focus; mentees that were the least content did not meet in person with mentors. Check in with mentors in the Fall (especially when assigning > 1 mentee) to make sure they are willing to mentor their assigned mentees (note - this was done in 2019-20 and seems to work well).
- Make sure to recruit tenured LSOE mentors for LSOEs: A different focus on priorities for tenure means they should be matched with a knowledgeable mentor. Recruit senior LSOEs if needed (note - this was done in 2019-20 and seems to work well).
- FMP events seem generally valued across the board: Both mentors and mentees alike were positive about workshops and socials at the Provosts' houses, although varying the time of day they are held (*i.e.*, not all in the late afternoon) was suggested.
- Consider networking with other groups on campus to facilitate mentoring of underrepresented faculty: One Latinx mentee commented that they would appreciate having access to mentoring resources and/or communities for underrepresented groups (note: The Innovative Mentoring Program and some of the Faculty Community Networking groups are working to fulfill this need).

Social Events

During the 2019-2020 academic year, the committee organized several social events to bring together junior faculty and to enable interactions among mentors and mentees on campus. The first event consisted of a Meet and Greet on November 4, 2019 at the University Rotunda. This first event was well-attended with 34 participants, and proved to be a great opportunity to initiate valuable contacts and introductions at the start of the academic year.

In the winter quarter on February 5, 2020, we organized our second social event at Oakes College, with 13 participants. We had two other social events scheduled for the Winter and Spring quarters (Cowell and Crown) that unfortunately had to be cancelled due to COVID-19. The committee reached out to Faculty Mentorship Program participants to enquire if there was interest in a virtual happy hour via zoom, but the response was that faculty felt “zoomed-out”.

Quarterly Workshops

Research Resources Workshop

The 2020 Research Resources for Faculty Workshop was held December 9, 2019, the Monday of finals week, from 1-4pm. We organized it with the Office of Research, moving much of the material presented in past years during the NFO to this more extensive workshop, and providing an opportunity for new faculty to ask questions. The

first part of the workshop introduced the overall grant submission process at UCSC, new research development support, SEED funding initiatives, tools for finding grant opportunities, tools for submitting and managing funding requests, information about grant management and grant regulations, and the role of the Office of Corporate and Foundation Relations in securing foundation funding. The second part consisted of round table Q & A with the presenters and divisional research personnel. The event had about 35 attendees (with approximately 10 presenters) in a packed room. It would be a good idea to choose a larger venue for next year's event (assuming it can be held in person). The message to attendees from presenters was clear – “Call us with your questions and concerns, we are here to help you with your research!” Presentation slides are available on the CCA website. Most of the feedback from attendees was positive, however, it was noted that there was a lack of information available for faculty in the Humanities.

Path to Tenure Workshop

The 2020 Path to Tenure workshop, originally scheduled as an in-person event in March, was held online on May 18th via Zoom due to restrictions around COVID-19. We extended the time to a two hour workshop, since the Q&A session was cut short last year. The format was kept the same, but the extended time for Q&A was appreciated. Forty-six total participants attended the event, including speakers and panelists. The panelists who graciously volunteered their time were Lynn Westerkamp, (Chair, Committee on Academic Personnel), AVPTL Jody Greene (CITL), Ibukun Bloom (Academic Personnel Office), and the following tenured faculty: Angus Forbes (BSOE), Carrie Partch (PBSci) Camilo Gomez-Rivas (Humanities), Nicolas Davidenko (Social Sciences) and Soraya Murray (Arts). Although the workshop was held on Zoom, there was a vigorous Q&A session, and positive feedback was received from the attendees. Analyst Gordon posted the Zoom recording and chat from the event on the CCA website for those who were unable to attend.

Mentoring Workshop (suspended)

The third workshop planned for the year was suspended as the Path to Tenure workshop was postponed from March to May. We felt that this additional workshop would be poorly attended given the pandemic and the rapid switch to on-line learning. However, we recommend holding it, or another workshop of interest, next year.

Non-Routine Business, New and Continuing Concerns

Development of the Innovative Mentoring Pilot Program

In spring of 2019, CCA submitted a proposal to create an alternative form of mentoring based on the University of Massachusetts Mutual Mentoring program. This proposal was built on several years of discussion regarding the benefits of alternative forms of mentoring, particularly for young and other new faculty. The pilot program for Innovative Mentoring was funded for \$6,000. CCA developed a call for proposals for untenured faculty for grants of up to \$1200 each. The grants could provide resources facilitating alternative forms of mentoring, including but not

limited to travel to conferences to meet existing or potential mentors, bringing mentors to campus, coordinating on-campus activities between untenured and tenured personnel, and childcare for faculty parents to engage in mentoring activities.

CCA received 12 proposals from untenured faculty in every division except the Arts (4 from BSOE; 4 from SS; 2 from Humanities, 2 from PBSci) asking for a total of \$12,534. We funded 9 of the applications (3 fully and 6 partially), at least one from each division. The applicants (10 assistant professors and 1 assistant teaching professor) were equally divided among those who had been here 1-2 years and those here for 3 or more years. The projects were wide-ranging, although 50% asked for funding to attend a conference to engage in mentoring activities, speaking to the critical need for more conference travel funds for our assistant professors. At least eight of the applicants are scholars of color and many spoke to mentorship from that perspective.

Unfortunately, due to the pandemic, only one award was spent before the end of the fiscal year. We were hoping to collect more data about the activities engaged in during spring quarter, and at the end of the funding period, initially the end of fall quarter 2020. With most relevant activity put on hold, CCA extended the deadline for using the funds to June 2021, and all awardees who responded to the announcement plan to try to engage in the same activities next year. CCA is thrilled to be able to offer this valuable opportunity to untenured professors and hope it can continue to be funded in the future. Specific results will be determined next year when final activity reports are received from the award recipients.

Departmental Survey on Mentoring and Personnel Practices

In 2018-29, the committee created, distributed, and evaluated a survey on personnel practices to look at variations in mentoring practices and the enactment of Bylaw 55 between departments and schools. CCA analyzed the results this year, and, with VPAA LEE, met with two divisions, Arts and BSOE, to discuss best practices in mentoring and to encourage departments to allow untenured faculty to attend discussions regarding promotion and tenure. The survey indicates that while most departments allow untenured faculty to attend/vote on personnel cases, some departments still do not allow untenured faculty to attend discussions of merit and promotion reviews. CCA feels that access to the review process (whether to vote, or simply observe) is a valuable component of success at UCSC and understanding the path to tenure. Both the BSOE and the Arts division meetings were held on Zoom during spring quarter.

[Correspondence](#)

Office of Diversity, Equity, and Inclusion (ODEI) and the CDO position

CCA addressed Chancellor Larive's request for feedback on her plan to revise the leadership structure of the Office of Diversity, Equity, and Inclusion (ODEI) and the Chief Diversity Officer (CDO) position at our October 29, 2019 meeting. While we commended the Chancellor for looking carefully at issues of equity, inclusion and diversity on campus, and for her leadership in this area, we felt we could not support the proposal without greater clarity regarding how the change might affect faculty diversity

efforts within the shared governance structure of the campus and how the mandates of EEO/AA would be met.

Draft Internationalization Goals and Action Plan

CCA discussed the Draft Internationalization Goals and Action Plan during its meetings on November 19, December 10, 2019, and January 14, 2020. In reviewing the document, we paid particular attention to the section assigned to our committee regarding faculty mentorship for international funding opportunities (e.g., Fulbright Fellowships), and other aspects of the plan that relate to the purview of our committee. In our response letter, we applauded the effort to enhance international scholarship and emphasized the need for greater overall support for engaging graduate students, postdoctoral fellows, new faculty, and associate professors in international scholarly pursuits. CCA recommended the prioritization of the following proposals outlined in the plan: 1B) Incentivize international engagement by faculty, such as through seed funding for new initiatives in research, service, and teaching; 1C) Develop and support interdisciplinary faculty clusters focused on key regions to enhance curriculum, mobility, and research partnerships; and 5A) Broaden and deepen partnerships with international institutions. In the letter we wrote, we delineated several ideas for expanding support that can fruitfully engage graduate students, postdoctoral fellows, new faculty, and associate professors in international scholarly pursuits.

Faculty Promotion and Tenure Concerns Amidst the COVID-19 Pandemic

On March 17, 2020, CCA sent a letter to SEC and CAP regarding Faculty Promotion and Tenure Concerns Amidst the COVID-19 Pandemic. In the letter we asked them to advocate for relief addressing concerns from Assistant Professors regarding promotion and tenure, and proposed a freeze of tenure clocks. This, and other advocacy measures, apparently helped the administration decide to grant tenure clock extensions of up to three quarters for faculty whose research, teaching, and/or service have been significantly impacted by the COVID-19 situation.

Proposed Changes to Graduate Student Instructor (GSI) Appointment Criteria

CCA discussed CCI's Proposed Changes to Graduate Student Instructor (GSI) Appointment Criteria at our June 8, 2020 meeting. In our letter, we expressed grave concern about the proposed changes, and the timing of the requested response, and called for a moratorium on their implementation with further discussion during the 2020-21 academic calendar year. Substantial points raised in the letter were that the proposed changes do not address the situational and particular needs of various departments, especially those in the divisions of Arts, Humanities and Social Science; that the proposed changes would impact the resources available to all faculty for supporting their students; and that the changes could also impact the workload of untenured faculty, particularly if a course that they usually teach is the one requiring a mentor, and they are the only senate faculty allowed to oversee the course. Last but not least, CCA committee members opposed a blanket ban on hiring anyone who has had an academic integrity

claim raised against them.

Proposal for Supporting Untenured Scholars with Prestigious Awards

In April and May 2019, CCA worked with SEC to present a letter to EVC Tromp raising a range of concerns related to faculty research awards and the lack of consistent campus policy for augmenting such awards so that faculty members could take advantage of the research time afforded by these fellowships. With the change of leadership, the strikes, the pandemic, and the lack of immediate concern, the issue dropped off the table this year. Chair Scott brought it back to the attention of EVC Kletzer in July 2020, and it will hopefully be addressed in the near future.

Recommendations for 2020-21 CCA

We feel that the 2019-2020 CCA has built a solid foundation for mentoring our untenured colleagues on campus, although there is always room for improvement. As the 2020-2021 CCA convenes, the global pandemic and on-line learning will impact the type of activities and mentoring available.

As a committee, we suggest the following:

- Retain the idea that new faculty are getting a year-long New Faculty Academy with the orientation, teaching academy and workshops, and strive to create a strong sense of community among the new recruits.
- Continue supporting the FMP through workshops, social events and encouragement to meet regularly.
- Encourage the use and updating of the CCA website.
- Formalize networking opportunities with other groups on campus to facilitate mentoring of underrepresented faculty.
- Follow-up with SEC and the EVC regarding divisional equity in support of scholars with prestigious awards.
- Continue to encourage departments to practice effective mentoring in addition to the opportunities provided by CCA.
- Finally, we hope that the 2020-21 CCA committee will continue to foster innovative mentoring opportunities. We suggest that CCA survey the IMP grant recipients to explore how these grants helped them succeed at UCSC. The CCA will need to advocate for additional funds for this program if it warrants continued support. In addition, a large number of early career faculty applying for IMP grants requested funds to attend meetings with the intention of building professional networks, either by meeting with specific individuals or attending career development workshops. Given that our initial budget was only \$6000, we decided to prioritize applications that focused on building specific mentoring relationships that were lacking on campus or brought mentoring opportunities to campus. However, we recognize the critical need for enhanced travel funds for pre-tenure faculty to support attendance at professional meetings for this purpose. We suggest that the committee either consider asking for additional funds

specifically for this purpose through IMP grants, or advocate for increased funds for the COR Scholarly Meeting Travel Program.

Respectfully submitted,

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