

COMMITTEE ON CAREER ADVISING

Annual Report 2020-21

Introduction

Given the challenges brought on by the COVID-19 pandemic, the 2020-21 Committee on Career Advising (CCA) elected to streamline its focus on administering the Faculty Mentorship Program, hosting online faculty workshops, and developing a new faculty survey to assess departmental and divisional climate, with a focus on bullying issues. CCA 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 of the five divisions (two members split the year in one case). A brief overview of the committee's notable work in 2020-21 is provided below, followed by suggestions for the new committee.

New Faculty Orientation

AVPTL & CITL Director Jody Greene and Chair Brasoveanu hosted the New Faculty Orientation (NFO) on September 25, 2020. This was an online Zoom event lasting from 9:30 am to 4:30 pm (with various breaks). The presentations and Q&A sessions were as follows: Introduction to the University (including an introduction to the faculty Senate), Santa Cruz Faculty Association (SCFA), Introduction to Our Students and Their Resources, Rise to the Times: Tools to Build an Anti-Racist Campus Climate, and Brief Introduction to the Academic Personnel Process. The NFO ended with an Open Q&A and research roundtables, split into separate meetings by division. The NFO was very well attended and the informal feedback received from the attendees was very positive.

Faculty Mentorship Program

CCA oversees the Faculty Mentorship Program (FMP), in which new faculty are matched with volunteer faculty mentors. 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 CCA used them to facilitate the matching process. Most mentees who filled out the form were matched with one of their top two choices. In a departure from past practice, CCA determined that new faculty who did not request a mentor would not be matched. Also, mentor/mentee assignments were sent to mentors before they were finalized to allow the mentors to weigh in on decisions. In 2020-21, UCSC had 42 incoming faculty, 27 of which elected to be matched with a mentor. Faculty that joined the University before Fall were more likely to elect to participate as a mentee. Faculty that joined afterwards tended to opt out. Mentees who have not yet received tenure were invited to continue in the FMP. In total, the 2020-21 program had 96 mentors and 161 mentees. LSOEs were included in the FMP, and the committee reached out to the senior LSOEs as mentors. New mentees were matched with a mentor outside their home department, but within their division or, if outside their division, with closely related research interests and work, based on mentee preference. CCA informally reached out to some mentors letting them know if mentees are looking for a certain kind of mentorship (e.g., Diversity, Equity, and Inclusion (DEI) related issues in addition to

general career & campus advice), and strongly suggests making this a part of the official process for next year.

CCA communicated with mentors and mentees at least once each quarter offering support. In the Fall letters to mentors and mentees, the committee endeavored to make the relationship and expectations clear for both parties. Mentors and mentees were encouraged to meet once per quarter to discuss research, teaching and service. Additionally, mentors were encouraged to talk with mentees about current issues such as remote teaching, managing workload, challenges and support options related to COVID. Specifically:

- Supervising Graduate Students virtually
- Online Teaching web resources such as <https://keepteaching.ucsc.edu/>
- Managing additional workload for online only
- Promotion
- Normalizing the challenges related to COVID
- Inquiring about extensions to the tenure clock because of COVID
- Michael T. Brown, Ph.D. Provost and Executive Vice President, Academic Affairs Memo on “*two blanket exceptions to Academic Personnel Manual (APM) Section 710 (APM - 710), Leaves of Absence/Sick Leave/Medical Leave, as outlined below in order to provide additional relief to academic appointees balancing work and child care responsibilities;*” September 10, 2020.
- Lori Kletzer, Campus Provost and Executive Vice Chancellor and Junko Ito, Chair, Senate Committee on Academic Personnel, “*Guidance for Senate Faculty Personnel Reviews in 2020-21;*” October 08, 2020.

In late fall and into early winter quarter, CCA members reached out to new mentees in their division to touch base and inquire if they were interested in an online social event. The responses from new mentees were very positive. For mentees that did not respond, CCA followed up with their assigned mentor to confirm they had connected with their mentee and provided a link to helpful topics for mentors to discuss with mentees.

In spring quarter, CCA surveyed all mentees and mentors asking for feedback on their experience in the program. While the response rate was low, the majority of FMP mentees that replied confirmed they wish to continue in the program. A recurring theme from the responses was the challenge of making connections while remote. Some mentees and mentors noted it was hard to find time for such meetings, given the added demands on their remote workloads. The responses regarding having a mentee in one’s division, but outside one’s department were mixed. Several mentees cited the separation from department matters as a benefit. Several mentors felt that differences in areas of study made it difficult to support their mentee. CCA recommends sending proactive reminders to mentors at the beginning of each quarter to suggest they reach out to their mentees, and a second reminder in the 6th week of the fall quarter only to strongly encourage mentors and mentees to meet at least once before the end of the fall quarter.

Social Event

On April 9, 2021, an Online Spring Social was held for new faculty. New faculty attended a breakout room to get to know each other, with some prompts provided by CCA such as, “If you could have become a professor of something other than what you are a professor of, what would

it be?” New faculty also chatted with seasoned faculty about campus and community topics. The short length of the event (40 minutes) and small group size worked well for the online setting. The casual agenda allowed time for additional discussion of personal topics, which the committee felt was a good opportunity for faculty, some of whom had not yet been on campus.

Quarterly Workshops

CCA co-hosted a workshop with the Office of Research Friday, December 4, 2020. The workshop opened with an introduction by Associate Vice Chancellor John B. MacMillan. Officers from Research Development, Research Compliance, Office of Sponsored Projects, Industry Alliance and Technology Commercialization gave short presentations, which were followed by a Q&A session.

CCA partnered with Center for Innovations in Teaching and Learning (CITL) to host a Path to Tenure Workshop on March 5th, 2021. After a brief introduction and welcome. Associate Vice Provost for Teaching and Learning Jody Greene gave an overview of the tenure process and who reviews personnel files. CAP Chair Junko Ito explained the process used by CAP, and provided recommendations on effectively presenting your work in personal statements. Senior Analyst Ibukun Bloom from the Academic Personnel Office (APO) reviewed the role of the APO in the tenure review process. Faculty panelists from each division discussed their experience with the tenure process and gave advice. The panelists who graciously volunteered their time were: (Arts) Associate Professor Karolina Karlic, (Baskin School of Engineering) Associate Professor Rajarshi Guhaniyogi, (Humanities) Associate Professor Juned Shaikh, (Physical and Biological Sciences) Associate Professor Alexander Ayzner, (Social Sciences) Associate Professor Rebecca London.

CCA and CITL hosted a new workshop on May 17th titled “Your First Personnel Review”. AVPTL Jody Greene gave a brief introduction and welcome, and then reviewed the stages of the personnel process, what to include in your Biobib, and provided a demo of using and updating DivData records. She also reviewed things to include in one’s personal statement, and how to document one’s teaching. CAP Chair Junko Ito and Senior Analyst Ibukun Bloom from APO briefly discussed how one should document research and service. An extended Q&A was provided during and immediately after each brief presentation, as well as after all the presentations were concluded.

Faculty Workplace Experience and Negative Acts Survey

CCA drafted a research-supported Faculty Workplace Experience and Negative Acts Survey with the main goal of evaluating and finding ways to mitigate bullying and other kinds of abuses that lead to departments (and other units) becoming less functional. These kinds of climate-related issues end up disproportionately affecting vulnerable faculty, for example, early-career or minoritized faculty, who might feel that not reporting this kind of behavior is the best path to be successful in their department (get tenure, being positively evaluated for promotion, etc.). These issues also affect undergraduate and graduate student education, staff effectiveness and everyone’s morale. The hope is that an information conduit dedicated to departmental/divisional level faculty climate would help identify potential issues early, before significant damage is done and at a point when addressing these issues is not resource intensive.

CCA considers faculty climate issues to be an essential aspect of faculty well-being, with potentially very significant consequences for promotion and retention, particularly for early-career and/or minoritized faculty. As such, this survey falls under CCA's charge to develop, implement, and evaluate mentoring activities that enhance the likelihood of faculty promotion and retention.

The survey proposal underwent a detailed review by the Senate Committees on Affirmative Action and Diversity, Academic Personnel, Faculty Welfare, Planning and Budget, and the Graduate Council. CCA also consulted with the Vice Provost for Academic Affairs (VPAA), as well as Academic Personnel Office (APO), Institutional Research, Assessment, and Policy Studies (IRAPS) and the Office of Diversity, Equity, and Inclusion (ODEI). CCA incorporated feedback and submitted a revised survey to IRAPS for approval. On March 12, 2021, IRAPS agreed to support this project in the Fall 2021 quarter. The IRAPS support will include survey administration, analysis and a report to the committee. CCA is looking forward to the results of the survey, and is planning to pay particular attention to the possible interventions suggested by survey participants to evaluate the next steps for this project.

The faculty climate survey is a pilot. Based on the survey responses, CCA might propose that a survey of this type be administered regularly (e.g., every 2 or 3 years), and that the results of this survey be included as part of the information associated with external department reviews. The latter proposal would provide a flexible framework for action and consequences, to the extent external reviews have real consequences for departmental resource allocation. More generally, establishing a framework for action and a menu of possible interventions is a very important aspect of this survey, and suggestions for potential interventions can be provided as part of the survey.

The confidentiality in this kind of survey is of paramount importance, and CCA and IRAPS have worked, and will continue to work hard to ensure it.

Innovative Mentorship Program

In response to pandemic related travel restrictions, many Innovative Mentorship Program (IMP) awardees requested the opportunity to use their funds in other ways. CCA determined that this was in the best interest of the awardees and advised the relaxing restrictions on their use, e.g., to purchase equipment, as well as an extension of the deadline to use funds to Spring 2022. CCA has asked recipients to report how the funds were used, and a survey to this effect needs to be sent in late Spring 2022.

Website updates

CCA updated their website to include a page listing useful Faculty Development and Diversity information. The page hosts links to online resources for career development, information on increasing diversity, and teaching tools. All resources listed are currently supported by campus funds. The new resources include:

- Academic Impressions: an online tool that provides higher education-specific professional and leadership development information. CCA also provided a curated list of courses that may be of interest to UCSC faculty.
- LinkedIn Learning: a video library containing over 10,000 on-demand courses taught by recognized industry experts that help anyone learn business, software, technology, and

creative skills to achieve personal and professional goals. CCA has also provided a curated list of courses that relate to diversity, mentoring, work/life balance and teaching.

- National Center for Faculty Development and Diversity (NCFDD): the NCFDD is a nationally-recognized, independent organization that provides online career development and mentoring resources for faculty, post-docs, and graduate students.

Also included are internal campus resources that support diversity such as the Office for Diversity, Equity, and Inclusion website and the Faculty Community Networking Program webpage.

Senate Reviews (non-routine work)

“Documented Discussions” – A Protocol for Addressing Less Serious Concerns About Faculty Conduct

In a letter dated December 11, 2020, CCA provided feedback to Lori Kletzer, Campus Provost and Executive Vice Chancellor (CP/EVC), on the proposed “*Documented Discussions*” – *A Protocol for Addressing Less Serious Concerns About Faculty Conduct*. The committee was supportive of the required disclosure of discipline, and thought that including this requirement both in the job announcement and the offer letter was very good: including it in the job announcement informs potential candidates of this requirement in advance, and can helpfully factor into their decision to apply; and timing the actual disclosure at the offer stage, and not before, preserves the integrity of the search process. CCA was concerned about the legality of asking for pending/ongoing investigations to be disclosed, as these proceedings are often confidential. However, CCA was generally supportive of asking for any pending/ongoing investigations to be disclosed (should it be legal) in addition to any past disciplinary proceedings, but will defer to the Committee on Privilege and Tenure’s (P&T) opinion on this matter.

Systemwide Senate Review, Faculty Salary Scales Task Force Report and Recommendations

On January 27, 2021 CCA responded to the Systemwide Senate Review: Faculty Salary Scales Task Force Report and Recommendations. The committee was happy to see that the proposed revisions to the salary scales address equity and transparency issues, as well as salary compression and inversion issues. At the same time, the committee expressed concern that, although it is *prima facie* well justified, highly constraining the use of off-scale increments might affect our ability to effectively recruit and retain faculty of the highest caliber. In sum, CCA felt that more specificity at the implementation level is needed, but more importantly, a forward-looking discussion of our institution’s recruitment and retention goals and principles is necessary in addition to the current - - thorough, but largely retrospective -- view. That is, articulating a forward-looking compensation philosophy is more important than articulating the full implementation details of the proposed salary scale revisions. This philosophy should be articulated before the rollout of the proposed salary scale revisions. Without it, the actual deployment of the plan may end up varying a great deal from what CCA intended.

CITL Review and Funding Renewal

In the February 23, 2021 response to a request for Senate consultation from Herbie Lee, Vice Provost for Academic Affairs (VPAA), CCA strongly supported providing ongoing support for CITL and recognized that this support is needed for CITL’s many contributions to the campus to be sustainable, including but not limited to the newly hired and continuing faculty across the campus. The specifics of the support are beyond CCA’s scope, and CCA left feedback at that level

of granularity to other committees with more appropriate purview, though the committee underscores our support and willingness to partner and collaborate with CITL as appropriate.

Required Disclosure of Discipline by Faculty Candidates for Appointment letter

In a letter dated March 5, 2021, in response to the CP/EVC's request for feedback on the proposed *Required Disclosure of Discipline by Faculty Candidates for Appointment letter*, the committee was generally very supportive of the required disclosure of discipline, and thought that including this requirement both in the job announcement and the offer letter was very good: including it in the job announcement informs potential candidates of this requirement in advance, and can helpfully factor into their decision to apply; and timing the actual disclosure at the offer stage, and not before, preserves the integrity of the search process.

CCA was concerned about the legality of asking for pending/ongoing investigations to be disclosed, as these proceedings are often confidential. However, CCA was generally supportive of asking for any pending/ongoing investigations to be disclosed (should it be legal) in addition to any past disciplinary proceedings, but will defer to P&T's opinion on this matter, as P&T has a greater understanding of investigation and discipline processes.

Request for Academic Senate Consultation Expanded role for the Chief Diversity Officer

In the committee's June 1, 2021 in response to the Chancellor's request for feedback on the proposed Vice Chancellor for Diversity Equity and Inclusion (VCDEI)/ Campus Diversity Officer (CDO), CCA strongly encouraged the search committee to look for someone with prominent faculty achievements in DEI fields. The needs of different constituencies on campus differ, and the committee believes that the VCDEI will have the ideal vantage point to understand and meet the needs of all our constituencies. CCA also noted several redundancies in the current version of the proposal, and hopes that a new version will minimize redundancy while clearly listing the set of goals, duties, and if possible, assessment metrics for the proposed VCDEI. CCA hopes this expanded role will provide unity and leadership to the many DEI initiatives on campus, and hopes this will be explicitly stated as a goal / duty for the position. But with all these potential goals and duties for the office, CCA had some workload concerns given the fairly lean ODEI staff. In sum, CCA sees the expanded role of this position as a clear positive for the recruitment and retention of diverse faculty, and appreciates that this role change is consistent with the other UCs.

Proposed CCA Priorities for 2021-22

- CCA has begun a collaboration with ODEI to potentially develop guidelines for department chairs on how to mentor newly hired minoritized faculty. CCA would like to work with the ODEI further to develop joint resources.
- In addition to the Faculty Workplace Experience and Negative Acts Survey, CCA discussed possibly putting together a "Navigating Academic Politics Workshop"
- There were no in-person meetings (informal or otherwise) during the 2020-21 academic year. These were a CCA tradition that was sorely missed. We hope CCA will be able to find a way to bring them back as allowed by the changing COVID-related circumstances.
- UCSC has been hiring tenured faculty, particularly from minoritized groups, at a higher rate over the past few years, and this seems to be a continuing trend. The current Faculty Mentorship Program is primarily geared towards early-career untenured faculty. Newly

hired tenured faculty have expressed interest in developing strategies for including them in the mentorship / onboarding process, which CCA intends to follow up on.

- It might be useful to develop a small handbook for the FMP process for future years.
- If the “First personnel review” workshop will continue to be offered in the spring quarter, mentors should be informed about it early on so that they can encourage their mentees to attend. The mentors should probably consider attending the workshop themselves so that they can better help mentees with their personal statement.
- CCA should look into ways of introducing mentors to mentees before the mentor-mentee assignment process begins, for example, CCA could invite mentors to a portion of the new faculty orientation so that they can meet their potential mentees. Alternatively, the fall workshop on Research could be shortened and immediately followed by a social event to which both mentors and mentees could be strongly encouraged to attend.
- Finally, CCA suggests introducing an explicit option in the FMP process for returning mentees to consider reselecting their mentors after 1 year, as different mentors could provide additional benefits, both in terms of alternative perspectives and in terms of an expanded social network on campus.

Respectfully submitted,

COMMITTEE ON CAREER ADVISING

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August 31, 2020