COMMITTEE ON CAREER ADVISING
Annual Report, 2016-17

To: Academic Senate, Santa Cruz Division

The Committee on Career Advising (CCA) reconvened in 2014-15 to launch the UCSC Faculty Mentorship Program and increase the culture of mentoring on campus. The goals of the program are to provide mentoring support that contributes to retaining a diverse, high quality faculty at UCSC, help new faculty to achieve and maintain a high level of career satisfaction, and assist with career advancement. In 2016-17, the committee managed the second year launch of the UCSC Faculty Mentorship Program and focused much of its attention on matching mentees with mentors and following up on the progress of their collaboration, developing supportive materials on mentoring, organizing events for the program participants, and making program improvements for 2017-18. With the overall goal of improving the culture of mentorship on our campus, CCA additionally conducted several surveys on the topic of "mentoring", reached out to divisional deans regarding divisional mentorship programs and resources, and continued a campus dialogue on mentorship, which next year's CCA committee could continue to foster.

The following detailed report on the committee's accomplishments for 2016-17 groups CCA's diverse activities under these two major areas of focus: the management and improvement of the UCSC Faculty Mentorship Program, and the overall development of a strong mentoring culture on our campus. These two foci are closely interrelated and CCA has worked under the understanding that the successful development of each one will complement and reinforce the other.

UCSC Faculty Mentorship Program: Management and Development

Goals, Structure and Growth of the Program
Under CCA's direction, the UCSC Faculty Mentorship Program launched in fall 2015. The goal of the program is to support the retention of diverse, high quality faculty, and to assist them in achieving career satisfaction and advancement. In so doing, the program assists departments, divisions, and the campus in serving their goals and mission through the engagement of successful, thriving faculty.

Mentees are paired with mentors from within their division but outside their department (to protect confidentiality, but also to provide valuable support on divisional culture and facilitate divisional networking). Participation in the program is optional for new faculty. In the first two years of the program's operation (2015-17), mentors were enlisted through personal invitation by the CCA. Starting in winter 2017, Senate faculty were invited to express their interest in becoming mentors for the program through the annual Senate Service Preference Survey. A high number of faculty submitted positive responses, and this large pool of potential mentors will prove instrumental in the success of the program in the future, as the numbers of mentees increase significantly each year.

Since 2017-16, CCA takes into consideration the research interests of mentors and mentees in order to determine their matching. In addition, for 2017-18 CCA invited participating mentees to

express any other strong preferences they might have concerning their prospective mentor, and will make an effort to fulfill them.

In 2015-16, the UCSC Faculty Mentorship Program began with 15 mentors serving 47 new UCSC faculty. In that first year of the program, "new faculty" included junior faculty who had been on campus for less than three years and recently hired Assistant Professors. In 2016-17 "new faculty" included the most recent hires of both assistant and associate professors. During this, the second year of the program, participation grew exponentially, and included 28 mentors and 74 mentees (some of which were mentors and mentees in the previous year and requested to continue their participation in the program.) For 2017-18, CCA added newly hired Full Professors to its mentee ranks, in addition to the new Assistant and Associate Professors joining the campus.

Events Organized by CCA
CCA aims to accomplish the mission of the UCSC Faculty Mentorship Program through three intersecting modalities: mentoring, professional development, and community building. The events organized by CCA aim to promote these three modalities.

Annual Meet and Greet Fall Event
UCSC Faculty Mentorship Program participant survey feedback from 2015-16 motivated CCA to initiate an annual "Meet and Greet" mentorship program orientation event for all mentors and mentees to kick off the program and allow program participants to get acquainted in an informal setting. With support from the office of the Vice Provost of Academic Affairs, the first Meet and Greet Event took place on October 19, 2016. The event was well attended with roughly 36 attendees, and feedback from participants indicated that they found it meaningful and engaging. Activities were structured around the concepts of storytelling and sharing common challenges, coping mechanism and core values. Overall, the event was geared to introduce the work of CCA, connect mentors with their mentees, assist new faculty in networking with other junior and senior faculty across departments and divisions, and establish a supportive mentoring community for the year. The 2017 Meet and Greet Event will be held on October 18, 2017.

Topical Workshops for New Faculty
This year CCA continued its series of lunch workshops for new faculty through the UCSC Faculty Mentorship Program. The lunches focused on different topics of interest and included administrative experts, Senate colleagues, and peers. Pizza and drinks were provided courtesy of the Office for Diversity, Equity, and Inclusion (ODEI).

The fall 2016 workshop on the topic of "Teaching" was well attended and included presenters Jody Greene (Professor in Literature and Founding Director of the Center for Innovations in Teaching and Learning, CITL), Tracy Larrabee (Professor in Computer Engineering), and Maria Evangelatou (CCA Chair and Associate Professor in History of Art and Visual Culture). Tools and general tips for teaching shared during the workshop may be found on CCA's website.[1]

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[1]CCA Website: https://senate.ucsc.edu/committees/cca-committee-on-career-advising/mentoring-resources/Mentoring%20Resources.html

The winter 2017 workshop was focused on the topic of "Work-Life Balance" as suggested by Assistant Professors in the UCSC Faculty Mentorship Program and included presentations by Meg Corman (Special Assistant to the Chancellor and VC of University Relations) and Jim Moore (Assistant Dean of Graduate Studies). Unfortunately, the event was not well attended. CCA later determined that the timing of the event may have been inconvenient. In addition, a later survey of Assistant Faculty in the UCSC Faculty Mentorship Program (described in detail below) suggested that although individual participants had expressed an interest in the topic of work-life balance, overall, it was not a high priority in terms of mentoring. Given that the topic of work-life balance continues to be of concern to a number of faculty who find it difficult to make the time to attend a workshop on the subject, next year's committee may want to consider very brief relevant presentations (e.g. 5 minutes on basic tips and resources) in the context of other relevant events, for example on teaching, research, the path to tenure, or support for new academic parents. Faculty can achieve better performance and experience greater satisfaction in all these areas if they are better prepared to maintain work-life balance. Relevant tips on mindfulness and recreational resource may be found on CCA's website.[2]

The spring 2017 workshop on "Path to Tenure" was a large success with over 38 attendees. Committee on Academic Personnel (CAP) member Brad Olsen (Education) in addition to Amy Lonetree (History), Sylvanna Falcone (LALS), Benjamin Storm (Psychology), Victoria Stone (METOX), Dorian Bell (Literature), Noah Finnegan (Planetary Sciences), Sikina Jinnah (Politics) shared their experience and expertise on the topic. Attendees were able to ask questions about teaching, research, service, diversity, and personnel review file preparation, and benefited from hearing about CAP's Top 10 Tips for Faculty, which is located on the CAP Senate website.[3] CCA invited all Assistant Professors (and not just UCSC Faculty Mentorship Program junior mentees) to this workshop, which contributed to the event's good attendance and positive impact. Next year's CCA may want to consider opening up all its workshops to faculty beyond the Mentorship Program participants, in order to better serve all faculty and contribute in promoting a campus-wide culture of mentoring. Feedback from Assistant Professors attending the spring 2017 workshop on "Path to Tenure" was overwhelmingly positive, but also indicated that faculty would like more time to explore this rich and important topic and all its ramifications.

CCA thanks all the panelist and presenters that participated in this year's workshops and is grateful for the support and funding from the ODEI, without which these events would not be possible.

New Faculty Orientation
The New Faculty Orientation Day was reinstituted in fall 2015, partly thanks to the advocacy of CCA. Since then, the morning session of the day (with presentations on various aspects about campus administration, student life, and faculty resources) is organized by the office of the VPAA, while the afternoon session, dedicated primarily on teaching and research, has been organized by CCA.

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[2]CCA Website: https://senate.ucsc.edu/committees/cca-committee-on-career-advising/mentoring-resources/Mentoring%20Resources.html
[3] CAP Website: https://senate.ucsc.edu/committees/cap-committee-on-academic-personnel/index.html

The 2016 event was highly successful with roughly 27 new faculty attending. During spring and summer 2017, CCA worked on revamping the orientation agenda based on feedback from the 2016 orientation, and securing presenters for the next afternoon session of the New Faculty Orientation on September 22, 2017. CITL director Jody Greene was consulted for the planning of the panel on teaching, and outgoing and incoming Chairs of Committee on Research (COR) (Steve Whittaker and Dejan Milutinovic respectively) were consulted for the planning of the panel on research. The event is also an excellent opportunity for CCA to introduce new faculty to the UCSC Faculty Mentorship Program and events. It is the hope of the committee that the orientation will remain an annual tradition.

New Online Resources on Mentoring
In fall 2016, CCA researched mentoring programs and online mentoring resources of several prominent academic institutions to identify tools and recommendations that could be adopted at UCSC. This research evolved into the creation of a user-friendly mentoring resources page[4] on the CCA Senate website, which includes tips for mentors and mentees, suggested topics of discussion, and suggested activities for mentors and mentees. CCA will continue to fine-tune this resource and enrich it with additional tools and tips in 2017-18.

Collaboration with the VPAA and ODEI
In March 2017, CCA consulted with Interim Vice Provost of Academic Affairs (VPAA) Martin Berger, and Campus Diversity Officer Linda Scholz of the Office for Diversity, Equity, and Inclusion (ODEI). The UCSC Faculty Mentorship Program was originally proposed by VPAA Herbert Lee and former ODEI Director Sheree Marlowe in December 2013 and intended to be managed by CCA with support of the VPAA and an active role of the ODEI in terms of events and program evaluation. The parties met to discuss the organization of events, program evaluation, recognition of mentor service, online resources for new faculty, incentives for departments to develop in-house mentoring programs, and possible collaborations to promote a campus-wide culture of mentoring.

During the consultation, the parties agreed that a large-scale UCSC Faculty Mentorship Program event during the spring quarter, much like last year's event on "microaggressions", would be beneficial to mentorship program participants and the general campus community.

Based on VPAA Herbie Lee's original Mentorship Program proposal (December 19, 2013), CCA understands that it is the role of the Office of Diversity, Equity, and Inclusion (ODEI) to produce such workshops and events for the Mentorship Program. CCA is eager to hear the ODEI's suggestions for the workshop in 2017-18, and will provide faculty perspective and committee feedback and/or additional content for the event.

With regards to UCSC Faculty Mentorship Program Evaluation, CCA sees two different components in this evaluation process, as stated in its post-consultation memo of April 11, 2017[5]: CCA is responsible for evaluating how the committee's efforts support UCSC Mentorship Program participants (mentors and mentees). The VPAA and ODEI should be

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[4] CCA Mentoring Resources Web Page - https://senate.ucsc.edu/committees/cca-committee-on-career-advising/mentoring-resources/Mentoring%20Resources.html
[5] Evangelatou to Berger, 4/11/17, Re: CCA: Post Consultation – March 7, 2017

responsible for an annual institutional evaluation/report on what UCSC has done to carry out the campus mentoring program (which is broader than the CCA) and accomplish the goals established in the original program proposal. CCA recommended that such a report include input from CCA on program participation, management, and events; input from the ODEI on what it has done (e.g. organize an annual large-scale event, etc.); and VPAA contributions (e.g. funding, publicizing, advocating, etc.)

In meeting, Interim VPAA Berger offered to share the importance of mentoring with departmental chairs during chair trainings, and to advocate for the inclusion of the importance of mentoring in the language of the annual CP/EVC and Committee on Academic Personnel (CAP) memo, as both of these actions will work to increase the culture of mentorship on our campus. CCA hopes that this will become a regular part of these annual trainings. Further, in meeting, the parties discussed the possibility of including a category calling for the notation of mentorship in faculty bio-bibliographies (Biobibnet).

CCA and several Senate committees (Faculty Welfare, Affirmative Action and Diversity, Information Technology) are in agreement that there should be a "one-stop shop" user-friendly webpage for new faculty resources. CCA also recommends that campus units and Senate Committees are invited to participate in the drafting of sections of this online resource that are relevant to their purview. CCA requested that the Interim VPAA advocate for streamlining online resources with the Interim and incoming CP/EVCs and the Academic Personnel Office, and recommended that the page be located on the APO website. CCA appreciates Interim VPAA Berger's assistance in making this need known, and in working with the administration to improve the available resources for new faculty, and looks forward to future collaborations with the VPAA Office and the ODEI.

As is evident from the above consultation topics discussed with the Interim VPAA and ODEI, besides managing the UCSC Faculty Mentorship Program CCA is also committed to promoting a campus-wide culture of mentoring and advocating for relevant resources. The second part of this report focuses on this aspect of CCA's work.

Advocating For a Strong Mentoring Culture On Our Campus

Collaboration with Deans and Departments
On December 14, 2016, Chair Evangelatou attended a meeting of the Council of Deans to brainstorm ways that divisions and departments could collaborate to increase the culture of mentoring on campus. Chair Evangelatou shared a list of CCA recommendations for deans, chairs, and departments to support new faculty and enhance the UCC culture of mentorship, which included:

- Encourage departments to assign mentors to new faculty
- Recognize the service of faculty involved in mentoring and professional development
- Encourage departments to allow all faculty to attend personnel review discussions of the same or higher rank
- Organize workshops that address discipline specific faculty concerns
- Organize "sharing and revision" working groups

- Foster community building (events, workshops, working groups, etc.)

In meeting, Chair Evangelatou offered to visit department chair meetings in each division to share these suggestions with department chairs and encourage them to initiate a dialogue with faculty regarding good practices and activities that can contribute to faculty mentoring, professional development, and community building campus-wide. CCA hopes to undertake these visits in 2017-18 and will present an updated list of suggestions to department chairs, which will include recommendations regarding the challenges and needs of new academic parents, and specific tips for the development of successful departmental mentoring programs.

Mentoring Surveys
Assistant Professor Survey on Departmental Mentoring
With the goal of improving the overall mentoring culture on campus and in looking forward to collaborating with deans and department chairs on the topic, in spring 2017 CCA surveyed Assistant Professors on mentoring within their department.

The committee received 46 responses (out of 111 Assistant Professors invited to participate) from faculty representing all five divisions. The data indicated that 82.6% of respondents had a mentor in their department and that 66.7% of these mentors were not mentors in a structured program, but rather mentors that faculty sought out themselves. Of those with mentors that they seek out themselves, 46.5% indicated that they were satisfied with the level of mentoring provided in this fashion, while 30.2% indicated that mentors that they sought out themselves did not provide enough mentoring, and that they would prefer a more structured departmental mentoring program.

When asked if their department has a culture of assistance/helpfulness to junior faculty, 50% responded "Yes, very much so", and 45.7% indicated "somewhat". A small percentage answered "No". Members noted that there is room for improvement with regards to enhancing the culture of assistance to junior faculty. However, the committee was pleased to find that when asked if their department encourages junior faculty to ask questions regarding their needs and development, 95.7% indicated that their department either "strongly encourages" or "encourages" junior faculty to ask questions.

The survey asked faculty to consider 25 topics on which they might want more mentoring, divided under the rubrics of teaching (10 topics), research (8 topics), path to tenure (3 topics), and other (4 topics). The summary of the results is as follows:

- Concerning teaching, at least close to 35% of participating faculty indicated they would like more mentoring on most topics (planning courses and class sessions, evaluating and grading student work, getting more constructive feedback by students, accessing campus resources for students in need and teaching DRC students). Around 50% or more of participating faculty indicated they wanted more mentoring on working with challenging students (academic integrity, disruptive behavior, disgruntled students, students under severe stress, etc.), as well as attracting, advising and teaching graduate students. Around 31% of respondents would like more guidance in mentoring undergraduate students and around 23% would like mentoring on working with Teaching Assistants.

- Concerning research, about 43-58% of the respondents indicated a desire for more mentoring on five of the eight topics. Specifically, more than 50% of participating faculty would like more mentoring on networking nationally and internationally and on obtaining funding and applying for grants. Almost 49% of participating faculty would like more mentoring on developing and following long term career plans. Finally, about 42-43% of participating faculty would like more mentoring on understanding campus organization and locating resources and on developing and maintaining effective work habits. About 35-39% of the faculty would like more mentoring on the other three research themes (in ascending order, attracting and working with graduate student researchers, establishing and managing a research group and preparing manuscripts and publishing). These results indicate that as a research university UCSC could use more effective mentoring to better support its faculty succeed in the research mission they share with the campus.

- Concerning the path to tenure, more than 50% of participating faculty would like more mentoring on appropriate service commitments and writing a strong personal statement for personnel reviews, and more than 45% would like more mentoring in order to better understand promotion, mid-career and tenure requirements and expectations. CCA notes that departmental mentoring could play a pivotal role in improving faculty mentoring on promotion. CCA has conducted a survey on departmental practices concerning personnel reviews (see below) and believes that allowing all Assistant Professors to at least attend personnel reviews of the same or higher rank can be very helpful in their successful preparation for their own personnel actions.

- Miscellaneous topics: about 31% of faculty would like more mentoring regarding time management; 24% of participating faculty indicating they wanted more mentoring on work-life balance and family friendly policies; and 13% desired more mentoring on life in Santa Cruz.

In conclusion, the topics which attracted the highest ratings (above 50%) and therefore indicate a particularly strong need at improving relevant faculty mentoring are as follows:

- Working with challenging students (academic integrity, disruptive behavior, disgruntled students, students under severe stress, etc.)
- Advising and teaching graduate students
- Networking nationally and internationally
- Obtaining funding and applying for grants
- Writing a strong personal statement for personnel reviews
- Appropriate service commitments (department, college, divisions, campus, profession/discipline)

In 2017-18 CCA will revisit this data in order to formulate recommendations for campus improvements, and will share detailed/divisional results with deans, the VPAA and the ODEI, as well as other relevant campus units and Senate committees (such as CITL, COT and COR) in order to collaborate on mentorship events and improve overall mentorship at UCSC.

Divisional/Departmental Mentoring Practices Follow Up
In winter 2016, CCA conducted a survey on department mentoring practices. As the culture of mentoring is constantly changing on campus, in spring 2017, CCA followed up with divisional deans, department chairs, and managers to update its records to ensure documentation of the most current and accurate information.

The committee received responses from 29 out of 37 campus departments polled (see summary in Appendix A). Of those responding, CCA was pleased to find that 14 of the responding departments have a formal mentoring program in place. In addition, the Baskin School of Engineering has established a new one-year mentoring program for new faculty starting with new hires arriving in 2016-17. Further, 11 responding departments offer some mentoring support without a fully structured program.

CCA commends those departments and divisions with structured programs and looks forward to continuing to work with deans and department chairs in 2017-18 to further the number of mentoring options and resources for faculty on campus.

Survey of Department Personnel Review Practices
In fall 2016, CCA surveyed assistant deans on departmental practices concerning merit and promotion personnel reviews. The committee sought to find out how and which departments allow Assistant or Associate Professors to attend personnel review discussions of the same or higher rank. Specifically, CCA inquired as to whether Assistant and Associate Professors are included in the discussion and reading of files, and whether they participate in the department vote.

CCA contends that allowing Assistant and Associate faculty to participate in such proceedings (at least as observers) helps these faculty better understand the relevant process and requirements, and thus allows them to be more informed and successful when their own review comes up. This would support the more than 50% of faculty in our survey who would like more mentoring on appropriate service commitments and writing a strong personal statement for personnel reviews, and the more than 45% who would like more mentoring in order to better understand promotion, mid-career and tenure requirements and expectations.

Survey results (see Appendix B) showed that, out of 37 departments on campus, 20 departments allow for all ranks to attend discussion and vote on all personnel review actions. In addition, 6 departments allow junior faculty to attend the discussions for higher rank personnel actions (i.e. mid-career review / promotion to tenure), but do not extend Bylaw 55 rights to junior faculty to vote in these actions. 11 campus departments do not invite junior faculty to attend discussions or vote on the personnel actions of higher ranked faculty.

CCA intends to communicate the findings of this survey to all divisional deans and offer relevant recommendations in 2017-18 for a more inclusive practice across campus. CCA appreciates the collaboration of assistant deans in providing information in this survey.

Future Plans for CCA
In 2017-18, CCA plans to continue to collaborate with the VPAA, ODEI, and Council of Deans to strengthen the culture of mentoring on campus. In addition, Chair Evangelatou has offered to visit divisional department chair meetings to discuss tips for enhancing mentorship. The committee also hopes to collaborate with CITL and the Committee on Teaching (COT) with regard to mentoring on the topic of "teaching". CCA may also want to consider collaborating with the Committee on Faculty Welfare (CFW) and ODEI, and with the group of new academic moms (a faculty-driven initiative that began in 2017) on mentoring and support for young academic parents. In addition, CCA will consider further improvements to the UCSC Faculty Mentorship Program and the mentor/mentee matching process, including training or peer mentoring sessions for mentors.

Finally, we would like to express our deepest gratitude to committee analyst Jaden Silva-Espinoza who with her incomparable experience, work ethic, dedication and humor has helped CCA manage an increasing workload and plan ahead. Jaden's tireless work, sensible approach and institutional knowledge have been instrumental in the successful function of CCA and we hope she will continue to help the committee move forward for many years to come!

Respectfully submitted;
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August 31, 2017

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APPENDIX A

Mentoring Practices at UCSC on the Divisional and Departmental Level
(Results from 2015-16 and 2016-17 survey conducted by CCA)
Green: Departments with a Formal Mentoring Program. Blue: Departments that Offer Some Mentoring Support, Without a Fully Structured Mentoring Program

Arts:	BSOE	Humanities:	PBSci	Social Sciences
Art	Applied Mathematics & Statistics	Feminist Studies	Astronomy	Anthropology
FDM	Biomolecular Engineering	History	Chemistry	Education
HAVC	Computational Media	History of Consciousness	Earth & Planetary Sciences	Economics
Music	Computer Engineering	Language and Applied Linguistics	Ecology and Evolutionary Biology	Environmental Studies
Theater	Computer Science	Linguistics	Mathematics	LALS
	Electrical Engineering	Literature	Molecular Cell & Developmental Biology	Politics
	Technology Management	Philosophy	Microbiology and Environmental Toxicology	Psychology
		Writing Program	Ocean Sciences	Sociology
			Physics	

APPENDIX B

Personnel Review Practices by Department (color-coded summary)

Green: universal (all ranks vote on all files). **Blue:** all ranks attend discussions but do not vote on some (e.g. mid-career or tenure). **Orange:** all ranks do not attend/vote on some actions (e.g. mid-career or tenure).

Arts	BOS	Humanities	PBSci	Social Sciences
Art	Applied Mathematics & Statistics	Feminist Studies	Astronomy	Anthropology
FDM	Biomolecular Engineering	History	Chemistry	Education
HAVC	Computer Engineering	History of Consciousness	Earth & Planetary Sciences	Economics
Music	Computational Media	Language and Applied Linguistics	Ecology and Evolutionary Biology	Environmental Studies
Theater	Computer Science Assistants have	Linguistics	Mathematics	LALS
	Electrical Engineering	Literature	Molecular Cell & Developmental Biology	Politics
	Technology Management	Philosophy	Microbiology and Environmental Toxicology	Psychology
		Writing Program	Ocean Sciences	Sociology
			Physics	