

Committee on Career Advising Annual Report, 2017-18

To: Academic Senate, Santa Cruz Division

In 2017-18, the Committee on Career Advising (CCA) managed the third year of the UCSC Faculty Mentorship Program and focused much of its attention on developing materials on mentoring, organizing events for the program participants, and making program improvements for 2018-19, including a more effective mentor-mentee matching process. With the overall goal of improving the culture of mentorship on campus, CCA also attended divisional chairs' meetings to discuss departmental and divisional faculty support, and continued a campus dialogue on mentorship and faculty wellbeing with the Campus Provost/Executive Vice Chancellor, the Vice Provost of Academic Affairs, and other campus units, Senate Committees, including the Office of Diversity, Equity, and Inclusion (ODEI), the Center for Innovations in Teaching and Learning (CITL), the Strategic Academic Plan (SAP), and the Senate Executive Committee (SEC). The following detailed report on the committee's accomplishments for 2017-18 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 campus. These two foci are closely interrelated and CCA has been guided by 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 (FMP) 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.

Cross-departmental pairing of mentors and mentees

Initially mentees were 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). Starting in 2017-18, pairing extended cross-divisionally, to further facilitate interdisciplinary collaborations between mentors and mentees who share relevant research interest. (Currently two mentors from Social Sciences work with mentees in the Humanities).

Growth of the program

When the UCSC Faculty Mentorship Program began in 2015-16, 15 mentors were paired with 47 mentees who were either junior faculty on campus for less than three years or recently hired Assistant Professors. In 2016-17 the program grew to 28 mentors and 74 mentees. These included participants from the previous year who requested to continue, in addition to new mentors and mentees. The latter included the most recent hires of not only Assistant Professors, but also Associate Professors and Teaching Professors (Lecturers with Security of Employment

or Potential Security of Employment). In 2017-18, the third year of the FMP, CCA added newly hired Full Professors to its mentee ranks (in addition to the new Assistant, Associate, and Teaching Professors joining the campus), in order to offer support to all new faculty at UCSC. The committee also reached out to existing Teaching Professors who were not integrated into the program when it first began in 2015-16, and two of them asked to be included in the FMP and were matched with faculty mentors. In addition, the program welcomed new mentees among existing faculty hired in the past years (two Assistant and one Associate Professor) who reached out to CCA and requested a cross-departmental mentor. By the end of 2017-18, the program included 44 mentors and 108 mentees.

Although all newly-hired faculty are invited to become mentees in the FMP, their participation is optional. For the first two years of the program's operation (2015-16 and 2016-17), mentors were enlisted through personal invitation by the CCA. Starting in winter 2017 (and planning ahead for the 2017-18 academic year), Senate faculty were invited to express their interest in becoming mentors for the program through the annual Senate Service Preference Survey. 102 faculty responded positively then, and after CCA reached out to them, several became FMP mentors in 2017-18. In fall 2017, 98 faculty responded positively to the annual Senate Service Preference Survey (for the 2018-19 academic year), and CCA will reach out to them during summer 2018 to secure their participation for next year. Increased mentor participation is essential for the viability of the FMP, since the program integrates several new mentees each year.

Previous mentor-mentee matching process

Based on available literature on mentoring and comments by several mentees, CCA believes that research compatibility between mentors and mentees can favorably impact their collaboration (although it is not always a main factor in successful mentoring relationships). When planning the FMP for the academic years 2017-16 and 2017-18, CCA made an effort to take into account the research interests of mentors and mentees in order to create more synergistic pairs, but the process was very time-consuming and of limited effectiveness (since it required the committee Chair to find online information on faculty research interests and then make educated guesses on how to best pair mentors and mentees).

New mentor-mentee matching process

Considering that mentor-mentee compatibility can hinge on multiple factors and can increase exponentially if mentees have some say in whom they are paired with, during 2017-18 CCA worked to develop a more effective matching process that will be first implemented in fall 2018 (for the academic year 2018-19). The process collects a wide range of data on mentors (through a survey with required and optional questions) and shares the results with mentees so that they can submit their mentoring preferences for CCA to consider in the creation of mentoring pairs. The committee hopes that the new matching process will foster fruitful collaborations between FMP mentors and mentees. A detailed description of the new matching process in all its steps is included as an appendix at the end of this report.

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.

Social events

The second CCA *Annual Meet and Greet Event* was held on October 18, 2017 at the University Center. The overall goal of this two-hour event is 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. CCA established and first held its Annual Meet and Greet Event in fall 2016, on the basis of feedback received from FMP participants in the 2015-16 academic year, which called for more opportunities for social interactions between mentors and mentees, especially at the beginning of the year, when several new mentoring partners are supposed to initiate their collaboration. Both times the Meet and Greet was held, event activities were structured around the concepts of storytelling and sharing common challenges, coping mechanisms and core values, but in fall 2017 some activities were omitted in order to make more time for socializing; during the second hour of that event, participants organically developed their own discussion foci on the basis of what they had discussed already (without strictly following the proposed agenda at that point), and that led to a very rich and fruitful exchange of insights and advice (for example, on how to engage students in the classroom and through assignments). In fall 2016, around 36 faculty participated out of 102 FMP mentors and mentees, while in fall 2017, around 29 faculty participated out of the 147 faculty enrolled at the FMP at that time. This drop in attendance might be due to the fact that most continuing mentors and mentees did not feel the need to participate (only around 45 faculty were new members of the FMP in fall 2017).

In future years, CCA might consider updating the agenda; potentially following what organically occurred in fall 2017, with some structured activities in the first hour and remaining faculty collectively selecting topics of discussion in the second hour. The committee could also encourage mentors and mentees to participate and contribute even if they are veterans in the program and even if their own mentoring partners are not in attendance. Socializing across mentoring cohorts can help new faculty to network with colleagues and can enrich peer-mentoring and fruitful exchange of advice during the event. CCA might also reach out to the divisions and ask them to encourage their faculty, and especially their new hires and their respective mentors to participate. This encouragement would indicate institutional support for the FMP and might prompt new faculty to take advantage of the program. This could be particularly beneficial in the Division of Physical and Biological Sciences, which had a very low mentee participation in both Meet and Greet events (1 mentee and 3 mentors in fall 2016, no mentee and at least 3 mentors in fall 2017).

During fall 2017 finals week, CCA offered an *informal meet-up* for mentors and mentees at Café Iveta, opposite the campus bookstore. Eleven mentors and mentees enjoyed having space and time to gather, ask questions and receive advice. Given that FMP participant surveys consistently indicate that faculty need time and space to socialize, it could be beneficial if CCA developed more social events in the future.

Topical workshops for faculty, offered by CCA

This year CCA continued its series of lunch workshops open to all UCSC faculty (rather than just members of the FMP), each one of which focused on a different topic of interest. Panelists

included Senate colleagues and peers, as well as administrative experts. Refreshments were provided courtesy of the Office for Diversity, Equity, and Inclusion (ODEI).

The fall 2017 workshop on the topic of “Supporting Students with Academic & Personal Challenges: Campus Resources & Best Practices” was attended by fifteen participants and was led by Jody Greene, Professor in Literature and Founding Director of the Center for Innovations in Teaching and Learning (CITL). It was an interactive workshop with small group breakout sessions that gave faculty the opportunity to consider recurring challenges and ways to constructively support students in their learning.

The winter 2018 workshop was focused on the topic of “Path to Tenure: Teaching and Service” and was attended by fourteen Assistant Professors. The panelists were Carla Freccero, Chair of the Committee on Academic Personnel (CAP), Jody Greene, Founding Director of CITL, Ibukun Bloom, Senior Analyst from the Academic Personnel Office (APO), and Ed Green, Associate Professor in Biomolecular Engineering who joined the workshop to share insights from the perspective of a recently tenured UCSC faculty member.

The spring 2018 workshop on “Path to Tenure: Research and Grant Writing” was attended by 31 faculty and included presentations by CITL Director Jody Greene, and Nancy Furber from the Academic Personnel Office (CAP Chair Freccero was also invited; due to an unexpected scheduling conflict she could not attend but offered advice through email to faculty who contacted her after the workshop.) In addition, three faculty who have been tenured at UCSC joined the workshop in order to answer questions and share their experience and insights on the process: Raquel Prado from Applied Mathematics and Statistics, Noah Finnegan from Earth and Planetary Sciences, and Sikina Jinnah from Politics. CCA invited campus-wide and divisional research support staff to make brief presentations, but due to scheduling conflicts only the group from the Office of Research was able to attend (Research and Development Specialists Karen Ruhleder, David States, and Julia Gaudinski). The representative from Humanities submitted printed material and the representative from Social Sciences submitted slides that CCA shared during the event. Planning of the workshop during exam week facilitated greater faculty attendance (as was also the case in June 2017 for CCA’s path to tenure workshop), and CCA recommends it for future years.

This was the first year CCA split its “path to tenure” workshop into two parts (teaching and service in the winter, research and grant-writing in the spring), following the recommendations of faculty who had attended past workshops in which all topics were combined together. Offering two separate workshops provided adequate time for a more in-depth discussion of all topics and faculty questions. In both workshops, issues of diversity were also discussed in relation to all aspects of faculty work and personnel files. In general, faculty were given valuable advice about understanding the tenure process and planning their work and personnel files accordingly. Special attention was given to preparing strong personal statements that contextualize and showcase faculty teaching, service, and research. The CCA Chair took notes during both workshops and created a comprehensive document with relevant information and tips that was then shared with the CITL Director, the CAP Chair, and ultimately the whole CAP committee. Their feedback and recommendations were integrated in the document which is now

published in the CCA online resources for personnel reviews¹ as “CCA’s Tips on the Path to Tenure.”² In the future, CCA could consider offering a workshop for Associate Professors on the “Path to Full” and create a relevant document with CCA tips. Associate Professors who are current CCA mentees have expressed the need for such a workshop (through personal communication with the CCA outgoing Chair). As faculty move through the ranks, they face new challenges and expectations, and therefore continued mentoring and support can be very beneficial to them and by extension to their departments, divisions, and the entire campus.

Our committee thanks all the panelist and presenters who participated in this year’s CCA workshops, and especially CITL Director Greene and CAP Chair Freccero. CCA is grateful for the support and funding it received from the ODEI, without which these events would not be possible.

Topical workshops for faculty, solicited and co-sponsored by CCA

During the year, CCA solicited two workshops that were offered in spring 2018:

On April 17, 2017 Campus Diversity Officer for Staff and Students (CDO-SS) Linda Scholz of the Office for Diversity, Equity, and Inclusion (ODEI) sponsored and led a workshop on “Identifying, Understanding (The Impact of), and Responding to Microaggressions in Learning Environments” which was attended by 11 faculty and graduate students. Since at least twice as many people had originally signed up for the event, low attendance might have been due to the busy schedule of that week (the CITL and the Senate were sponsoring a forum on inclusive teaching that same week. This could be taken into consideration in future years.) The workshop was very fruitful for the participants and led to rich discussions and exchange of insights. CCA would like to recommend that a microaggression event be offered regularly on campus (at least every other year), given the significance of the topic and its relevance to faculty and student challenges. The microaggression half-day event organized by ODEI in spring 2016 was very well attended, with more than 30 participants.

On May 4, VPAA Herbie Lee sponsored and led a workshop for faculty mentors on constructive mentoring. The event was attended by ten faculty who contributed to a very generative exchange of advice on various mentoring issues. As a follow-up, CCA posted on its website Mentors’ Insights:³ a mentoring resource that compiles questions and answers that were brought up by UCSC faculty mentors before and during the workshop. CCA recommends that CCA sponsor similar workshops in the future, to facilitate peer-mentoring and the sharing of advice among faculty mentors.

CCA sincerely thanks CDO-SS Scholz and VPAA Lee for their continuous collaboration with and support of the committee’s mission.

¹ <https://senate.ucsc.edu/committees/cca-committee-on-career-advising/mentoring-resources/personnel-reviews.html>

² <https://senate.ucsc.edu/committees/cca-committee-on-career-advising/mentoring-resources/cca-tips-for-tenure.pdf>

³ <https://senate.ucsc.edu/committees/cca-committee-on-career-advising/mentoring-resources/6.-mentors-insights.-questions-and-suggestions-from-ucsc-mentors-spring-2018.pdf>

Online Resources on Mentoring

During the year, CCA created some new mentoring resources and selected several others already available on the internet, that were added to the committee's webpage,⁴ organized under the following categories:

Developing Constructive Mentoring Relationships⁵ (15 documents and links)

Teaching Resources⁶ (19 documents and links)

Advising/Mentoring Graduate Students⁷ (7 documents and links)

Research and Grant Writing⁸ (4 documents and links)

Personnel Reviews⁹ (13 documents and links)

Work-Life Balance¹⁰ (4 documents and links)

Academic Parents¹¹ (3 documents and links)

The New Faculty Quickguide, APO 3.8.18¹² was also added to the site. CCA thanks CCA Analyst Susanna Wrangell for her extensive work in redesigning and updating the committee's website. CCA hopes that the available resources will be useful to UCSC faculty, even outside the context of mentoring relationships. CCA recommends that in fall 2018, CCA notify all Senate faculty about these online resources and remind FMP mentors and mentees about the resources when contacting them to inform them about their matching, so that faculty are made aware and take advantage of this material.

Consultation and collaboration with the VPAA and ODEI

On November 28, 2017, CCA consulted with VPAA Lee and CDO-SS Scholz concerning collaboration for the promotion of faculty mentoring and support.

During the consultation, it was agreed that VPAA Lee would:

- have a standing invitation to attend the last half hour of CCA meetings whenever his schedule allows (and CCA would make the effort to plan the agenda so that the last half hour of each meeting is dedicated to topics that might be of greater relevance and interest to the VPAA)
- hold a training workshop for mentors to support them in their role (offered in May 4th)
- collaborate with ODEI to organize an event on microaggression (offered on April 17th)
- continue to support CCA with an annual budget for the various events of the FMP, such as the annual Meet and Greet Event, quarterly pizza-lunch workshops and end-of-quarter

⁴ <https://senate.ucsc.edu/committees/cca-committee-on-career-advising/index.html>

⁵ <https://senate.ucsc.edu/committees/cca-committee-on-career-advising/mentoring-resources/developing-constructive-mentoring-relationships.html>

⁶ <https://senate.ucsc.edu/committees/cca-committee-on-career-advising/mentoring-resources/teaching-page.html>

⁷ <https://senate.ucsc.edu/committees/cca-committee-on-career-advising/mentoring-resources/advising-mentoring-graduate-students-page.html>

⁸ <https://senate.ucsc.edu/committees/cca-committee-on-career-advising/mentoring-resources/research-and-grant-writing.html>

⁹ <https://senate.ucsc.edu/committees/cca-committee-on-career-advising/mentoring-resources/personnel-reviews.html>

¹⁰ <https://senate.ucsc.edu/committees/cca-committee-on-career-advising/mentoring-resources/work-life-balance.html>

¹¹ <https://senate.ucsc.edu/committees/cca-committee-on-career-advising/mentoring-resources/academic-parents.html>

¹² <https://senate.ucsc.edu/committees/cca-committee-on-career-advising/32.-ucsc,-new-faculty-quickguide,-apo-rev-3.8.18.pdf>

informal socials (in the last two years, CCA's budget has been \$1,200 per year)

- work with CCA and Assistant Director for Assessment Anna Sher on a survey for the effective assessment of the UCSC FMP (recommended goal for 2018-19)

In addition, it was agreed upon that CDO-SS Scholz would:

- offer her comments and suggestions on CCA documents and initiatives that are relevant to issues of diversity, equity and inclusion
- be willing to provide a workshop for mentors and mentees on issues of diversity and inclusion

CCA thanks VPAA Lee and CDO-SS Scholz for their collaboration on the above topics and for offering one workshop each on mentoring and microaggressions issues respectively. The VPAA's attendance as a guest at CCA's committee meetings has proven very helpful and has provided both sides with additional insights, so CCA recommends that next year CCA renews this invitation.

In addition to the above, two more topics were discussed during the November 2017 consultation:

- CCA repeated its recommendation for the *creation of a one-stop-shop webpage that would provide a comprehensive list of online campus resources* and would make them more accessible to faculty. CCA advocated for this project in CCA's 2016-17 consultation with Interim VPAA Martin Berger and CDO-SS Scholz, as stated in CCA's end-of year report for the same academic period.¹³ Other Senate Committees have also identified the need for such a webpage (Faculty Welfare, Affirmative Action and Diversity, Information Technology). During CCA's November 2017 consultation, VPAA Lee agreed with the importance of this undertaking but noted that his office does not have the financial and human resources to support it. CCA believes that the CP/EVC's office might be more appropriate for spearheading such a major initiative in collaboration with the Senate Office, which could also weigh in on where the webpage should be housed. CCA recommends that various campus units and Senate Committees be invited to participate in the drafting of sections of this online resource that are relevant to their purview. This campus-wide webpage could also house divisional and departmental resource webpages and in addition, include a section of resources relevant to the local community (beyond the campus).
- CCA also suggested that the campus should explore the possibility of *applying for a Mellon or other grant that would allow the university to develop a mutual/network mentoring program* like the one housed at the University of Massachusetts, Amherst. This program provides grants to individuals and groups of faculty who develop their own mentoring goals and networks, and has proven particularly beneficial for female faculty and faculty of color. The VPAA does not have the resources to pursue this project but supports the idea. CCA repeated this recommendation during CCA's spring 2018 consultation with CP/EVC Marlene Tromp (see below).

¹³ 2017-16 Committee on Career Advising Annual Report, August 2017.

Other consultations

On November 14, 2017, CCA held a consultation with Grace McClintock, Assistant Vice Provost in the Academic Personnel Office (APO) to discuss the rules governing the Teaching Professor Titles (Lecturers with Potential for Security of Employment—LPSOE, as well as Lectures and Senior Lecturer with Security of Employment—LSOE and SLSOE). The meeting was deemed necessary so that CCA could gain a better understanding of these titles in order to plan more appropriate mentoring opportunities for them. As a result, CCA suggested that APO could offer a workshop on the personnel review process for LPSOE and LSOE (who are invited in relevant APO workshops for tenure-track faculty, but until recently did not have access to workshops specifically addressing their titles). CCA thanks APO and Senior Analyst Ibukun Bloom for offering such a workshop on May 17, 2018. Following the November 2017 consultation, CCA reached out to LSOE and LPSOE who were hired from 2014 onwards and were not yet members of the Faculty Mentorship Program, and encouraged them to submit their preferences for a mentor (either tenured faculty, or Senior LSOE, or both). Two respondents requested a tenured faculty mentor and one requested a Senior LSOE. CCA recommends that CCA continue to include new hires in the Teaching Professor Titles among the mentees of the Faculty Mentorship Program.

On January 23, 2018, CCA held a consultation with CITL Founding Director Jody Greene, who updated the committee on the Center's initiatives for this and the coming year. Due to CCA's limited human and financial resources that currently suffice only for one topical workshop per quarter, it was agreed that the committee can publicize and endorse CITL workshops, but CCA cannot organize and sponsor them ourselves. Throughout the year, CCA has maintained a close collaboration with Director Greene, who has led the fall workshop on teaching, has been a primary panelist in the winter and spring workshops on the path to tenure, and has offered extensive feedback on two CCA documents that are now posted on CCA's website: CCA recommendations for constructive teaching (class) visits.¹⁴ and CCA tips on the path to tenure.¹⁵ CCA is grateful for Director Greene's generous involvement and sharing of expertise with the committee and for the very active and wide-ranging programming that the CITL is developing for the benefit of instructors and students on campus. Following Director Greene's recommendation, CCA has started inviting graduate students to workshops relevant to teaching, given the important contribution of Teaching Assistants and Graduate Student Instructors to the teaching mission of campus. CCA recommends that this practice continues in the future, and the invitation is extended to include lectures and continuing lecturers, who also teach a large number of classes at UCSC.

Surveys

In fall 2017, CCA shared its 2016-17 Assistant Professors Mentoring Survey results with the VPAA, the CITL, and the Senate Committees on Teaching, Research, and Affirmative Action and Diversity (COT, COR, CAAD), in order to update them on Assistant Professor concerns on a number of topics relevant to their purviews. The survey results were extensively discussed in the

¹⁴ <https://senate.ucsc.edu/committees/cca-committee-on-career-advising/mentoring-resources/12.-cca-recommendations-for-constructive-teaching-class-visits.pdf>

¹⁵ <https://senate.ucsc.edu/committees/cca-committee-on-career-advising/mentoring-resources/cca-tips-for-tenure.pdf>

2016-17 end-of-year CCA report¹⁶ (pp. 6-7). The same survey and report were also shared with the participants of the Divisional Chairs' Meetings CCA visited in winter and spring 2018 (see below). CCA believes that the campus should seriously consider, and effectively respond to, the need of Assistant Professors for guidance and support on the issues mentioned in this survey. CCA can continue to take these issues into consideration when planning future topical workshops for faculty.

CCA conducts two annual surveys (fall and spring), addressed separately to mentors and mentees, with the overall aim of collecting feedback on their mentoring relationship, and recommendations about how the Faculty Mentorship Program could be improved. In addition, the fall survey is intended to remind mentoring pairs to reach out to each other, and the spring survey asks them to indicate whether they wish to continue in the program with the same or different mentors or mentees so that CCA can plan the new matching chart for the following year. In both surveys for 2017-18, the majority of responses were positive, with mentees appreciating the opportunity to get advice on a number of issues when the need arises, and having somebody with relevant experience to talk to about their challenges. Limited time and availability for meetings is a recurring concern for both mentors and mentees. Respondents often suggest that more CCA-organized social gatherings and topical workshops can offer important opportunities for mentors and mentees to network and for mentees to get advice on a number of issues. A few mentees and mentors (in one case even in the same pair) replied that their mentoring partner was not responsive to their meeting invitations and they would therefore wish to either drop the program or change pairs. CCA recommends that mentors send a meeting invitation to all their mentees once a quarter and make sure they follow up on their meeting and other commitments. CCA also recommends that mentees reach out to their mentors and take initiative in planning meetings. CCA hopes that once the new matching process is implemented (see above and Appendix), communication and collaboration among mentoring partners will improve. Finally, some responses from both mentors and mentees indicate that faculty are not aware of the online mentoring resources on CCA's website, even though relevant links were included in the fall 2017 letter addressed to them regarding their pairing. Now that CCA's website is extensively augmented with new mentoring resources,¹⁷ it would be helpful if CCA continued to remind faculty about it through its recurring communication. This could be done, for example, with the addition of a website link in all written CCA correspondence, and by oral references at all CCA events. The committee could also consider offering a flyer with relevant links (a photocopied page), to all its workshop participants, or at least to the faculty attending the fall Meet and Greet Event.

Advocating for and Promoting a Strong Culture of Faculty Mentoring and Support

During the year, CCA took the following steps to support and advocate for a strong culture of faculty mentoring and support on campus:

¹⁶ <https://senate.ucsc.edu/senate-meetings/agendas-minutes/2017-2018/2017-December-1-Meeting/1872---CCA-Annual-Report-1617.pdf>

¹⁷ <https://senate.ucsc.edu/committees/cca-committee-on-career-advising/mentoring-resources/index.html>

New Faculty Orientation

The New Faculty Orientation Day was reinstated 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) has been organized by the office of the VPAA, while the afternoon session, dedicated primarily to teaching and research, has been organized by CCA.

In order to plan the fall 2017 afternoon session of the Orientation, CCA took into consideration faculty feedback on the 2016 Orientation, and consulted with CITL Director Greene (on the planning of the teaching session) and with outgoing and incoming Chairs of the Senate Committee on Research Steve Whittaker and Dejan Milutinovic respectively (on the planning of the research session). The teaching session included presentations on: the teaching mission and resources at UCSC, focusing on the CITL (by Director Greene); strategies for engagement with UCSC students (by Nandini Bhattacharya, Lecturer, Mathematics Department); serving a diverse body of students and using campus resources (by Pablo Reguerin, Assistant Vice Provost, Division of Student Success and Executive Director of the Educational Opportunity Program); universal design (by Rick Gubash, Director of the Disability Resource Center); and instructional technology at UCSC (by Leslie Kern, Operations Manager, Faculty Instructional Technology Center). The research session included two panels: the first one addressed research resources and useful strategies (with presentations by Dejan Milutinovic, Chair of COR; Kate Aja, Director of the Office of Sponsored Programs; Noah Finnegan, Associate Professor of Earth and Planetary Sciences; and Rebecca Covarrubias, Assistant Professor of Psychology). The second panel addressed divisional research resources and initiatives (with presentations by Holger Schmidt, Associate Dean of Research, Baskin School of Engineering; Irena Polic, Managing Director, The Humanities Institute; and Ashlee Ann Tews, Director of Research Development, Division of Social Sciences). CCA thanks all panelists for contributing to the success of the afternoon session. Eight faculty responded on a follow-up survey conducted by the VPAA's office and found both the teaching and research sessions useful (with a median rating of 4.14/5 and 3.85/5 respectively). Recommendations submitted by one faculty included providing a list of attendees with their departmental affiliations and contact (to which CCA recommends presenters are also included) and offering more information on: grading norms and standards, supporting first-generation students, and tips on UCOP calls and collaborations across UC campuses. Outgoing CCA Chair Maria Evangelatou has shared suggestions and brought the above comments to the attention of incoming CCA Chair Judith Scott and CITL Director Greene, who will be planning the fall 2018 Orientation. The event is an excellent opportunity for CCA to introduce new faculty to the UCSC Faculty Mentorship Program and encourage them to participate. It is the hope of the committee that the Orientation Day will remain an annual tradition.

Consultation with CP/EVC Marlene Tromp

In April 17, 2018, the committee consulted with CP/EVC Marlene Tromp on pursuing common goals of supporting and retaining a diverse body of successful faculty. Issues discussed and later included in the post-consultation document, focused on mentoring and other resources for faculty.

Concerning the topic of mentoring, CCA noted the following:

- *CCA funding and outreach:* currently the Faculty Mentorship Program is managed by CCA has 108 mentees and 44 mentors and has a very small annual budget of \$1,200, which comes out of the Chancellor's Office and the Office of Diversity, Equity, and Inclusion (ODEI). This budget is barely enough for one major and one minor social event in the fall, and three quarterly workshops per year, all of which are a vital part of CCA's programming, and are considered important resources by mentors and mentees. Unfortunately, VPAA Lee has informed CCA that this modest budget is available only for one more year (2018-19) until the relevant funding source runs out. CCA's programming will be seriously hampered without at least this modest annual support, so CCA hopes campus administration will consider continuing CCA's funding. If CCA was to receive additional funding and staff support beyond its current modest resources, it would be able to expand an invitation to all faculty and teaching professors to join the mentoring program, and to plan more social events and workshops to support the mentoring experiences of the FMP participants and the mentoring culture of the campus.
- *Mutual/network mentoring model:* CCA strongly recommends that UCSC consider the mentoring program developed at the University of Massachusetts, Amherst,¹⁸ which could be an outstanding resource not only for faculty but also for graduate students. CCA has discussed more extensively this recommendation in its SAP Campus Landscape Analysis report (found on p. 20 of the compiled individual committee responses.¹⁹).
- *Awards for faculty mentors* (also mentioned in the original VPAA/ODEI proposal for the UCSC Faculty Mentorship Program²⁰). CCA was delighted to hear that CP/EVC Tromp supports this proposal. The recognition of excellent mentors on campus will highlight the importance of mentoring, enhance the visibility of this important kind of service, encourage faculty participation, and in general contribute to the growth of the mentoring culture at UCSC. Mentoring Awards could be centrally-funded, like the Teaching Awards handled by the Committee on Teaching (COT). CCA could work to develop and implement the nomination and selection procedures and solicit nominations from faculty mentees across campus (concerning both department mentors and the FMP mentors who collaborate with CCA). Part of the nomination process could be the submission of "six words about my mentor," which could then be posted online on CCA's website, as a form of recognition as well as a resource (offering highlights on good mentoring). This suggestion is inspired by the relevant "six words" project²¹ at UCSF. UCSF has a widely successful mentoring program that is highly regarded, nationally and internationally, and was the inspirational model on which the original 2013 VPAA/ODEI proposal for the reconstitution of CCA and the creation of a UCSC Faculty Mentorship Program was based.

¹⁸ <https://senate.ucsc.edu/committees/cca-committee-on-career-advising/mentoring-resources/10.-mutual-network-mentoring-guide,-university-of-massachusetts,-amherst.pdf>

¹⁹ https://drive.google.com/file/d/1iyLgfGsbESal_vUHHDnWZ92-Vc_ujReV/view

²⁰ Lee to Konopelski, 12/19/13, Re: Proposal for a UCSC Faculty Mentoring Program

²¹ http://academicaffairs.ucsf.edu/ccfl/faculty_mentoring_program_six_words.php

Concerning other resources for faculty, CCA recommended the following:

- *The creation of a one-stop-shop webpage* that would provide a comprehensive list of online campus resources. (For more details, see above, under consultation with VPAA Lee.)
- *The creation of a Faculty Resources Handbook* which could be published online to complement the one-stop-shop webpage.
- *Enhanced campus support for divisional and cross-divisional efforts to provide grant-writing resources and workshops* for faculty, as befitting a Research 1 university.
- *Increase in Library funding* to support the research and teaching of our faculty and students, as befitting a R1 institution with a strong teaching mission.
- *Enhanced support for academic parents.* CCA recommended that the CP/EVC's office reach out to and support the "UCSC Resource Group for Academic Mothers," an informal support group for scholar-moms. In a post-consultation document, CCA also expressed concerns about the quality and viability of the current childcare plan involving the for-profit provider Bright Horizons. CCA noted in particular two issues (in conjunction with the spring 2018 Senate Report of the Committee on Faculty Welfare (CFW) and the subsequent discussion among Senate faculty): 1. The alarming conflict of interest involved in charging Bright Horizons to recommend external childcare providers to become UCSC partners, and the lack of an open call that would have resulted in competitive offers, which led to Bright Horizons being selected for the job without due process and proof of worth. 2. The limitations that Bright Horizons has compared to non-profit and independent providers, in terms of lack of diversity/inclusivity and very high costs, could make its services pedagogically undesirable and financially prohibitive for our faculty. CCA urges CP/EVC Tromp to work with CFW to revise the current plans towards the establishment of a visionary childcare facility that would truly serve our community along our values of diversity and inclusion (the same values that are also emphasized in the SAP design principles shared with the campus). Such a facility would also contribute towards building a positive reputation for our campus and would assist in the recruitment and retention of a diverse body of excellent faculty.

CCA also offered recommendations on the following two topics:

- *EVC Fellows Academy pilot program for 2018-19:* CCA fully endorses this program and hopes it will become an established resource for the UCSC campus. CCA recommended that the Chairs of the Committees on Academic Personnel and Affirmative Action and Diversity (CAP and CAAD) could be invited to participate in the application review process. CCA hopes that a wider consultation with Senate Leadership and relevant Committees will be sought before renewing the program next year, taking into consideration feedback from the first cohort of fellows. CCA would like to be part of that conversation.
- *UC-wide effort to inform legislature and constituents about the role of the UC System:* CP/EVC Tromp is leading this initiative. CCA recommended that videos be used in this

outreach campaign, as an impactful medium of communication in the current digital age (as an example, several videos produced by Themed Academic Working Groups in the context of the Strategic Academic Plan successfully showcased the scope and impact of UCSC faculty research).

Collaboration with Deans and Departments

In December 2016, Chair Evangelatou attended a meeting of the Council of Deans (COD) to offer CCA's recommendations about how divisions and departments could increase the culture of mentoring on campus. Following the COD's recommendation, this year Chair Evangelatou and CCA divisional representatives attended three Divisional Department Chairs' Meetings, in the Humanities, Physical and Biological Sciences, and Social Sciences. CCA was not able to secure consultations with the School of Engineering or the Arts Division, but CCA hopes these meetings can take place in 2018-19. Prior to each consultation, CCA shared its 2016-17 annual report, drawing attention to the results of the surveys the committee conducted that year. During consultation, Chair Evangelatou shared CCA recommendations on the topics of mentoring, supporting junior faculty, supporting all faculty (equity practices), preparing faculty for personnel reviews, offering research-related support, and building community. Full information on these topics is available in CCA Recommendations to Departments and Divisions for Enhanced Faculty Support.²²

These consultations gave CCA the opportunity to provide more information on its mission and vision and encouraged Department Chairs to direct their faculty to the committee if they wish to work with a cross-departmental mentor. Attendees had the opportunity to ask questions, provide recommendations (which CCA is considering for future implementation), and suggest field-specific mentoring resources (now integrated into the updated CCA website). CCA was pleased to learn that two departments (Physics and Politics) have adjusted their policies to allow junior faculty to attend all personnel reviews (without voting rights), so that they can become more familiar with the process, and more prepared for their own personnel reviews. This change was implemented in response to a relevant recommendation in CCA's 2016-17 annual report²³ (page 8). Following CCA's consultation in the Division of Social Sciences, the Politics Department voted to implement a formal mentoring program for Assistant Professors that integrates relevant CCA recommendations. According to Politics Chair Dean Mathiowetz, "in Spring or Summer each year, the Chair will solicit from Assistant Professors the names of 3 or 4 members of our department whom they'd like to have as their faculty mentors. The Chair will then match 2 mentors with each Assistant Professor. The expectation is that the mentor and mentee will meet at least once each quarter. The arrangement lasts one year, though the same mentor and mentee can be matched in subsequent years if both parties report to the Chair that the match is desirable. Faculty who serve as mentors to Assistants should report this as service for their review, and it will be considered as such by the department." CCA commends the Politics Department for this initiative and hopes that other departments will also develop a new (or enhance their existing) mentoring program. Some relevant resources are posted in CCA's webpage on Developing

²² <https://senate.ucsc.edu/committees/cca-committee-on-career-advising/mentoring-resources/9a.-cca-recommendations-to-departments-and-divisions-for-enhanced-faculty-support.pdf>

²³ <https://senate.ucsc.edu/senate-meetings/agendas-minutes/2017-2018/2017-December-1-Meeting/1872---CCA-Annual-Report-1617.pdf>

Constructive Mentoring Relationships.²⁴ CCA thanks all divisional and departmental personnel for consulting with CCA, and CCA hopes for continuous collaboration in the future.

Recommendations for Constructive Teaching (Class) Visits

During 2016-17, CCA worked to create a document with recommendations on how to conduct constructive teaching visits that can lead to fruitful dialogue among participating faculty and provide some essential advice about instructional improvements. CCA's recommendations can be used in any context in which class visits are conducted (such as mentoring or peer-mentoring collaborations, or departmental programs), and aim to promote equity and constructive interactions in such processes, with the ultimate goal of assisting faculty in developing an inclusive class environment and a generative learning experience for their students. In 2017-18, the new CCA members reviewed and refined the document, which was then shared with CAP, COT, CAAD, and CITL for their feedback. CAP and CITL provided suggestions that were integrated into the final document, now available as CCA Recommendations for Constructive Teaching (Class) Visits²⁵ in the Teaching section²⁶ of CCA's online mentoring resources. CCA thanks CAP and CITL for their collaboration, and CCA hopes this document will contribute to our university's teaching mission.

Strategic Academic Planning (SAP) reports

CCA submitted two reports in response to the request for Senate committees to review and comment on the Strategic Academic Plan (SAP) process and related documents. CCA's extensive, six-page report on the Campus Landscape Analysis (CLA) can be read in pages 16-21 of the Senate Committee's compiled responses to the CLA.²⁷ CCA raised certain concerns about the process, focused on providing constructive recommendations for moving forward, and advocated for the inclusion of faculty mentoring in the SAP. CCA's one-page report on the ranking of the proposals of the 28 Themed Academic Working Groups (TAWGs) can be read in page 12 of the Senate Committee's compiled responses to the TAWGs.²⁸ For reasons discussed in that document, CCA refrained from ranking the proposals and instead noted that a number of them had *organic and meaningful overlaps* in terms of subject, values, objectives, and methods, which could lead to fruitful future collaborations.

Consultation with the SEC about barrier steps and equity issues

During March and April 2018, CCA Chair Evangelatou initiated a discussion with CAP Chair Freccero and Senate Leadership about equity issues in connection to the current campus practice of limiting off-scale salary increases in certain personnel reviews, when faculty are not ready for promotion but may still have outstanding performance in some areas of their file (these are the so-called barrier steps: Associate Professor Step 4, and Full Professor Step 5 and 9, CAPM 407.690.C.3²⁹ and CAPM 803.620.C³⁰). In April 24, Chair Evangelatou visited the Senate

²⁴ <https://senate.ucsc.edu/committees/cca-committee-on-career-advising/mentoring-resources/developing-constructive-mentoring-relationships.html>

²⁵ <https://senate.ucsc.edu/committees/cca-committee-on-career-advising/mentoring-resources/12.-cca-recommendations-for-constructive-teaching-class-visits.pdf>

²⁶ <https://senate.ucsc.edu/committees/cca-committee-on-career-advising/mentoring-resources/teaching-page.html>

²⁷ https://drive.google.com/file/d/1iyLgfGsbESal_vUHHDnWZ92-Vc_ujReV/view

²⁸ https://drive.google.com/file/d/1DMsjET_DmezAKRgv9vn3DI_e_0xCzMFf/view

²⁹ <https://apo.ucsc.edu/policy/capm/407.690.html>

Executive Committee (SEC) to discuss this issue and share relevant faculty concerns that have been brought to the attention of CCA, especially in relation to Associate Professor Step 4. CCA's purview does not include Academic Personnel issues, but it does focus on retention and career advancement, satisfaction, and success of all faculty, and therefore the equitable recognition and reward of faculty work is of concern to the committee. CCA believes that outstanding performance in any of the three areas of evaluation (teaching, research, and service) during personnel reviews should be equitably recognized in terms of salary raises at all times, even when a faculty member may not be ready for promotion. Such recognition promotes faculty well-being, success, and retention by properly rewarding areas of outstanding performance through the appropriate salary increase. With this opportunity, CCA would like to offer some additional thoughts on the matter that concern Associate Professors Step 4 (but can also be relevant to Full Professor Step 5 and 9).

CAPM 407.690.C.3.³¹ recommends salary increase practices that can lead to personnel reviews in which outstanding service or teaching performance in Associate Step 4 may not be rewarded with the same salary increase that it garners in other steps, until faculty produce the research required to advance to Full. However, such research often takes longer to produce, exactly because faculty service and/or teaching (for example, graduate advising) may increase exponentially after tenure. Faculty fully recognize the need for certain research accomplishments before advancement to Full, but they are concerned about the limited recommended compensation for outstanding performance in other areas of their files (namely, service and teaching) while they remain at Associate Step 4.

This is an equity issue that may be further affected by other factors, three of which have come to the attention of CCA through discussions with faculty:

1. *Research and publication processes vary greatly across disciplines and field.* Depending on their specialization and research projects, some faculty may take many more years than other colleagues to develop the research output required for promotion to Full Professor, but in the meantime, they may have outstanding service and/or teaching, that under the current policy may not lead to proper compensation at Associate Step 4.
2. *Graduate advising commitments usually increase after tenure, but their impact on faculty productivity can differ widely across the divisions:* in the Humanities and Arts, advising graduate students significantly limits the time faculty have for their own research (which is often or usually a solitary endeavor), while in other divisions faculty may advance their research through collaboration with their graduate students (for example, through lab research and group publications).
3. *Women in academia may carry a disproportionate service load,* as discussed in an article entitled "Relying on Women, Not Rewarding Them,"³² which concludes that female faculty should learn to say "no" to service requests. Concerning this conclusion, CCA does not wish to dispute the importance of faculty declining service requests

³⁰ <https://apo.ucsc.edu/policy/capm/803.620.html>

³¹ <https://apo.ucsc.edu/policy/capm/407.690.html>

³² <https://www.insidehighered.com/news/2017/04/12/study-finds-female-professors-outperform-men-service-their-possible-professional>

disproportionate to their rank and step or unequally distributed among colleagues. However, CCA would like to suggest that results can be more beneficial for faculty and the university when the institution equitably rewards outstanding service and teaching at all ranks and steps, instead of discouraging such outstanding performance, either by mentoring faculty to say "no" or by limiting their salary compensation for those achievements, if their research productivity is not considered up to measure. The latter approach can easily be perceived as penalization, which can adversely impact faculty morale and dedication to service and teaching, *and may also have questionable research results by pushing faculty to rush their projects to completion.* None of these consequences are desirable for a research university with a teaching mission and a commitment to community values, such as UCSC. CCA hopes that the SEC will continue its discussion on the matter of barrier steps with the campus administration and will develop an appropriate solution to the current equity issue.

Recommendations for next year's CCA

Since three out of the five members of CCA will not serve next year, including the Chair, the committee would like to take this opportunity to offer some recommendations for the consideration of the 2018-19 members, in hopes that CCA's suggestions may prove helpful. Some of the following issues have been already mentioned above, while others are introduced here for the first time.

1. Discuss CCA funding with the central administration. The existing funds may run out at the end of 2018-19.
2. Collaborate with VPAA and Assistant Director for Assessment Anna Sher on a survey for the effective assessment of the UCSC FMP.
3. Consider evaluating and improving the new matching process that will be implemented in fall 2018. CCA could ask for input from relevant Senate Committees and campus units on the matter (e.g. CAAD, COC, ODEI, VPAA).
4. Conduct a survey in which faculty are asked to identify expertise and experiences they might be willing to share with colleagues on a case-by-case basis, as need arises (in-the-moment mentoring). CCA can publish the collected information on its website, as a valuable resource for faculty. (This recommendation was submitted to CCA during the committee's visit in a Chair's Meeting at the Division of Physical and Biological Sciences.) Information on faculty expertise and experiences might include things like the following: Senate Committee Service (when contacted by colleagues, faculty could provide insights on committee work, or advise colleagues on issues of concern to them that relate to committee purview); inclusive and interactive pedagogies in the classroom (e.g. faculty who have been Teaching Fellows and have offered CITL workshops on specific pedagogical approaches); success in grant-writing (faculty can identify specific grants they obtained, so that colleagues can approach them and ask for relevant insights and tips), etc.
5. In collaboration with COC, consider creating a document that gives some insights into

the workload of individual Senate committees and ideally also includes recommendations about which committees would be appropriate for Assistant Professors and which for Associate or Full. The document could also include information about which faculty have served in which committees in recent years, so that colleagues who consider serving could contact them for insights. CCA could add this document to its online mentoring resources (in a new subsection about service), to help faculty decide what kind of Senate service to pursue or accept. This could be a helpful resource for both mentors and mentees, since currently faculty have two main concerns about Senate service: being asked to do too much service before tenure, or wanting more information so as to decide what service to do.

6. Create group peer-mentoring opportunities by organizing two (or more) annual workshops in which mentors and mentees come together to share questions, challenges and possible solutions. CCA recommends one workshop to be only for mentors and another for both mentors and mentees. In preparation for the 2018 mentors' workshop offered by VPAA Lee, CCA shared with faculty a Google document³³ (accessible to anyone signed in with their UCSC email account) in which mentors could add mentoring questions and suggestions. Before and after the workshop, the CCA Chair worked to answer mentors' questions and integrate mentors' suggestions into the shared document, which was later published in the CCA website as "Mentors' Insights."³⁴ The committee may consider continuing this practice, in order to produce a document that is updated and augmented each year.
7. Consider updating the section on Advising/Mentoring Graduate Students³⁵ in the CCA website, with material and links CITL will be developing between spring-fall 2018.
8. Consider visiting a Chairs' Meeting in the Arts and the School of Engineering to present recommendations on faculty mentoring and support (these are the only two divisions that did not respond to CCA's request for a meeting in 2017-18).
9. In collaboration with CAP, consider providing a workshop "On the Path to Becoming Full Professor" that could assist faculty in the Associate rank to strategize and prepare for promotion. There is strong interest among Associate Professors for such a workshop.
10. Consider contributing to the campus-wide conversation regarding barrier steps that was initiated this year.
11. Collaborate with central administration to establish Mentoring Awards (similar to the Teaching Awards handled by the Committee on Teaching). CP/EVC Tromp expressed interest in this initiative during her April 17th 2018 consultation with CCA.

³³ https://docs.google.com/document/d/1S196MROx0VctxC_im5T8mLqgjYCYtyNXSQibj0lvUFU/edit

³⁴ <https://senate.ucsc.edu/committees/cca-committee-on-career-advising/mentoring-resources/6.-mentors-insights.-questions-and-suggestions-from-ucsc-mentors-spring-2018.pdf>

³⁵ <https://senate.ucsc.edu/committees/cca-committee-on-career-advising/mentoring-resources/advising-mentoring-graduate-students-page.html>

12. In fall 2018, notify the campus community of the updated CCA online resources and draw their attention to specific documents of particular interest, such as the CCA Recommendations to Departments and Divisions for Enhanced Faculty Support,³⁶ CCA Recommendations for Constructive Teaching (Class) Visits,³⁷ and CCA's Tips on the Path to Tenure.³⁸

13. Present an oral report in a future Senate meeting. Potential goals may include the following:
 - increase the visibility of the UCSC Faculty Mentorship Program managed by CCA and raise awareness about its work, so that more faculty become engaged participants

 - advertise the online resources on the updated CCA website

 - present the state of mentoring on campus (the results of the relevant survey in the 2016-17 CCA annual report could be easily revised if departments are asked whether they have updates on the matter)

 - advocate for more involvement by departments and divisions

 - provide recommendations for promoting a stronger campus-wide culture of mentoring (sharing CCA Recommendations to Departments and Divisions for Enhanced Faculty Support³⁹)

 - potentially invite Dean Mathiowetz, Chair of Politics (dpmath@ucsc.edu) to contribute with a brief presentation of the formal mentoring program his department established following CCA's recommendations after the committee's consultation with the Social Sciences Chairs' Meeting in spring 2018

Before closing, CCA would like to thank the CCA Committee Analyst, Susanna Wrangell, for her tireless and dedicated service, and wish her all the best in her upcoming retirement.

Respectfully submitted;
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Alex Pang
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August 31, 2018

³⁶ <https://senate.ucsc.edu/committees/cca-committee-on-career-advising/mentoring-resources/9a.-cca-recommendations-to-departments-and-divisions-for-enhanced-faculty-support.pdf>

³⁷ <https://senate.ucsc.edu/committees/cca-committee-on-career-advising/mentoring-resources/12.-cca-recommendations-for-constructive-teaching-class-visits.pdf>

³⁸ <https://senate.ucsc.edu/committees/cca-committee-on-career-advising/mentoring-resources/cca-tips-for-tenure.pdf>

³⁹ <https://senate.ucsc.edu/committees/cca-committee-on-career-advising/mentoring-resources/9a.-cca-recommendations-to-departments-and-divisions-for-enhanced-faculty-support.pdf>

Appendix

New Mentor-Mentee Matching Process

The new matching process developed by CCA in 2017-18 for implementation in the following year involves the following steps:

1. Each year CCA creates a list of faculty who want to become FMP mentors or are willing to continue serving in the program with new mentees. (This information is collected on the basis of the annual Senate Service Preference Survey and the annual spring CCA Current Mentor Survey.)
2. In spring CCA asks all the above faculty to participate in a survey through which they can state their commitment to serve as FMP mentors and provide information about themselves. The *required* survey questions collect information on faculty email, departmental and divisional affiliation, years at UCSC, years at rank, research and teaching interests, and links to departmental or personal online profiles. The *optional* survey questions collect more detailed information about faculty mentors, on the following issues: faculty preferences about prospective mentees and mentoring issues; self-evaluation on mentoring strengths; major funded research, grants and fellowships; involvement with teaching initiatives focused on student learning; service experience; childrearing experience; knowledge of local life and community; preferred personal pronouns; first-generation status; cultural and/or ethnic background; other information they would like to share with CCA and prospective mentees.
3. By September, the above information is compiled and shared with new mentees (new faculty hires) and existing mentees who have indicated they would like a different mentor (through the annual spring CCA Current Mentee Survey). After reviewing this material, mentees are asked to provide a minimum of 3 and a maximum of 5 names of their preferred prospective mentors that CCA will use in the matching process. New faculty who do not respond are also paired with mentors and encouraged to participate in this optional mentoring program. (This is done because depending on cultural background and previous experiences, some new faculty might be less prone to ask for help or express their preferences when first arriving on campus.) Faculty mentees are asked to provide their response by the end of September or early October.
4. When mentees submit their matching preferences, they are also invited to participate in a brief, optional and anonymous survey regarding their mentor-selection criteria. CCA expects that the resulting data could be useful in refining the matching process in the future and in identifying and developing mentoring resources in response to faculty input.
5. As soon as CCA reconvenes in the fall, individual member works on the basis of mentees' expressed preferences to draft a matching chart of mentors and mentees in their respective division (while also keeping in mind that some pairs might be cross-divisional). CCA finalizes the matching chart preferably by mid-October.
6. CCA shares the matching chart with all mentors and mentees so that they are informed of their assignments before the fall Meet and Greet Event (late October or early November), which they are invited to attend together. (Note: the first matching chart⁴⁰ shared with

⁴⁰ <https://senate.ucsc.edu/committees/cca-committee-on-career-advising/mentoring-resources/2017-18-updated-mentors-and-mentees-matching-table-by-division.pdf>

FMP participants and posted on the CCA website was created in 2017-18. CCA recommends that past matching charts remain available on the committee's website when new ones are added, so that mentors and administrators can verify mentoring commitments when they prepare and review personnel files. In addition, matching charts can facilitate networking and the exchange of advice among mentors and mentees.)