

UNIVERSITY COMMITTEE ON AFFIRMATIVE ACTION AND DIVERSITY

Notice of Meeting

Thursday, April 18, 2013

10:00 a.m. – 4:00 p.m.

UCOP, 1111 Franklin Street, Oakland - **Room 5320**<http://www.universityofcalifornia.edu/senate/committees/ucaad/>

Teleconference #: 1-866-740-1260; Passcode 9879839#

AGENDA

Action	Item	Enclosures
Information 10:00 -10:15	I. Chair's Announcements/Updates – Chair Manuela Martins-Green March 27th Academic Council Meeting UCR workshop for the ADVANCE PAID grant.	
Action 10:15 - 10:20	II. Consent Calendar – Chair Martins-Green A. Approval of the Draft Minutes from the October 18, 2012 Meeting and the January 10, 2013 Meeting B. Approval of the Agenda	1-2
Information/ Discussion/ Action 10:20-11:00	III. APM 210-1.d – Chair Martins-Green Council endorsed UCAAD's proposed language with replacement of the word "additional" in the last sentence of the text with the word "due"; Council Chair Powell has transmitted the recommendation to Vice Provost Carlson. If Provost Carlson proceeds as requested, she will need to initiate management and systemwide reviews as per APM revision procedures. See attached documents. <u>ACTION REQUESTED:</u> <i>Outline steps to heighten awareness of faculty contributions to diversity and equal opportunity to facilitate recognition in the Merit and Promotion System. Develop a framework for a "white paper" on these issues.</i>	3-11
Information/ Discussion 11:00-11:30	IV. Preparation for Regent Ruiz visit – Executive section Committee members please come prepared with issues to discuss how Regent Ruiz might help improve diversity efforts system wide. See attached Faculty Diversity Working Group Report.	12

11:30-12:30	V. Visit with Regent Ruiz -- <i>Provide an overview of UCAAD's work over the past year, highlighting key campus actions to improve diversity, including research, administration, and organization. Discuss a potential road map as a course of action to increase diversity. Steps to be carried out to reach our goal.</i>	13
Working Lunch 12:30-1:30	VI. Announcements from the President's Office – Vice Provost Susan Carlson, Academic Personnel Jesse Bernal, Diversity Coordinator	
Information 1:30-2:00	VII. Mentorship Document Planning – <i>Chair Martins-Green</i> <i>Committee discussions to create a systemwide mentorship document that reflects and incorporates the “mosaic” approach to mentorship presented by Sheila O’Rourke at the January meeting and several other approaches to mentorship described at the ADVANCE PAID workshop at UCR.</i>	15-18
	<u>ACTION REQUESTED:</u> <i>Establish the framework for a document outlining the key components of a successful mentorship program.</i>	
Information/ Discussion/ Action 2:00-3:30	VIII. Revised Summary of Faculty Equity Plans – <i>Chair Martins-Green</i> <i>Campuses have submitted their plans for conducting salary equity studies. UCAAD members will discuss the plans</i>	17-19
	<u>ACTION REQUESTED:</u> <i>Identification of potential areas for improvement. Report for Chair Powell.</i>	
Discussion 3:30-4:00	IX. Consultation with the Academic Senate Leadership <i>Robert Powell, Academic Council Chair</i> <i>William Jacob, Academic Council Vice Chair</i> <i>Council leaders will discuss recent systemwide developments with UCAAD members, including legislative interest and the University's initiatives in online learning and 2013 admissions data.</i>	

Agenda Enclosures:

1. Minutes of October 18, 2012
2. Minutes of January 10, 2013
3. Regents' Diversity Statement
4. APM 240 and 245
5. RLP - S. Carlson re APM 210
6. On the Importance of Diversity in Higher Education
7. Evaluating Contributions to Diversity In Higher Education
8. Documenting Contributions to Diversity
9. UCM Diversity Components
10. UCSB Diversity Self-Assessment Proposal
11. UCSD Attachments (5)
12. Final Report of the Faculty Diversity Working Group
13. Manuela Martins-Green Letter to Regent Ruiz
14. Review of Educational Research
15. Sheila O'Rourke Presentation Transcript
16. Faculty Mentoring Bibliography
17. Faculty Mentoring Handbook
18. Transmittal Memo: Faculty Salary Equity Plans
19. Revised Summary Faculty Equity Plans

Important Meeting Information

Location: The April 18 meeting will convene in Room 5320 at the UC Office of the President in downtown Oakland. UCOP is located at 1111 Franklin Street, between 11th and 12th Streets. Upon arrival, please check in at the security desk where you will be issued a visitor badge. Online directions and a map are available at:
<http://www.ucop.edu/services/directions-franklin.html>.

If you are arriving by way of the Oakland airport, you may taxi or BART to the UCOP building. For BART, purchase an AirBART shuttle ticket from the ticket machines located at terminal exits. The shuttle will take you to the Coliseum BART station. From there take a Richmond-bound train and exit at the 12th Street/Oakland City Center Station.

Parking: Parking is available at 989 Franklin Street for \$8/day if you park before 10 AM. Visitor parking is also available at UCOP on the 12th Street side of the building for \$11/day if you enter the parking structure before 9:00a.m. Daily parking is also available at a number of lots in the building vicinity.

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UNIVERSITY OF CALIFORNIA

ACADEMIC SENATE

UNIVERSITY COMMITTEE ON AFFIRMATIVE ACTION AND DIVERSITY
DRAFT MEETING MINUTES – OCTOBER 18, 2012

Present: LIST OF ATTENDEES

I. Chair's Report/Announcements/Updates

Academic Council

Chair Manuela Martins-Green briefed members on the October 3 Academic Council meeting, and provided the following updates:

- In response to a fatal laboratory incident at UCLA, more stringent policies related to laboratory safety will be put in place at all campuses.
- Campus Climate Surveys will take place systemwide between October 29 and February 15. Each campus determined its own survey timeframe to maximize response. The survey takes between 13.5 and 33 minutes to complete.
- Provost Aimée Dorr, who assumed her position in July, met with the Council and presented it with an orientation to her office organization. She informed the Council that she would be focusing her efforts on decreasing the student/faculty ratio on the campuses, increasing faculty salaries, and strengthening the educational mission.
- The Robinson/Edley report, which was commissioned in response to various campus incidents, is complete, comprehensive, and ready for implementation.
- A couple of years ago, concerns regarding transparency and equity led to a systemwide rebenching model for allocation of state funds to campuses. While this model does not impinge on funding raised independently on each campus, it does standardize the state funding-per-student allotted to each campus. It is anticipated that it will take five to six years for the model to be fully implemented, with the intent of having a fully equitable system in place by the end of six years. All aspects of the rebenching model, however, are contingent upon the passing of Proposition 30 in November.
- At this time, it is unclear how Proposition 30 will fare in the upcoming election. If it does not pass, the University will have to institute an immediate tuition increase, with an additional increase to follow mid-year. If Proposition 30 fails, the Office of the President will absorb the cuts in the short term; however, campuses will begin to feel direct impact in the 2013-14 year. Strict enrollment management and debt restructuring measures will be put in place systemwide.

2011 Analysis of UC Pay Equity by Sex a status 2009-2011

Chair Martins-Green reviewed with members the current status of the Pay Equity Study Plan and the extensions received by some campuses. Committee members expressed a strong preference to keep November 15 deadline in place for campus submissions. Should other campuses have compelling reasons for being unable to meet this deadline, they should formally request an exception.

Professional Degree Supplemental Tuition Task Force

This item was not discussed at the meeting.

The Great California ShakeOut

The Committee participated in the mandatory earthquake safety drill held at UCOP.

UC ADVANCE PAID Day

This item was not discussed at the meeting.

II. Consent Calendar

Approval of the Agenda

ACTION: Members approved the agenda.

III. Overview of Committee Charge, Processes, Member Roles and Responsibilities, and Resources

DISCUSSION: Chair Martins-Green reviewed the official role of UCAAD within the Office of the President and how that role is exercised. Members noted several discrepancies between actual practiced protocol and the procedures outlined in the policy.

Committee members discussed the expectations and responsibilities involved in serving as a committee member and expressed an opinion that guidelines for faculty need to be developed. While it was agreed that all University committees need diverse membership and representation, it was also acknowledged that this requirement places a considerable burden on the relatively small contingent of underrepresented minority faculty on each campus. This issue is further complicated by the (often) junior status of minority/underrepresented faculty compared to the whole. Chair Martins-Green worked with the Committee to frame language for the UC Committee on Committees that would convey the value of increasing invitations to diverse faculty as much as possible while remaining sensitive to the very limited population of underrepresented minority faculty. The Committee recognized that limitations on committee diversity cannot be fully remedied until a broader contingent of minority/underrepresented faculty is in place at each campus. In the mean time, UC should be strategic in attempting to appoint committees that are as representative as possible. Chair Martins-Green also noted that underrepresented minority faculty should be encouraged to explore membership on committees that are “outside the box.”

IV. Executive Session

Discussion of Priority and Goal Setting for 2012-13

Note: Minutes were not recorded for this Executive Session portion of the meeting.

V. Announcements from the President’s Office

ISSUE: Vice Provost Susan Carlson explained that the President’s Climate Council appointed a small group of faculty to make recommendations about improving faculty diversity; Chair Martins-Green was a part of the group. The group came forward with a report and recommendations that circulated for review a year ago and then went out for broad consultation in the spring. The working group then put together all the systemwide responses and recently submitted a top priority list for the Council to consider. The President’s Council will be discussing the list in December.

Highlighted on the list of recommendations is the continuation and restored funding for the President’s Post-Doctoral Fellowship Program, which is widely agreed to have a very positive effect on faculty diversity. The foremost recommendation asks that accountability for all diversity work be enhanced, with particular responsibility placed upon deans, chairs, and other administrative academic officials. Accountability should be more publicly available for review at all levels.

Vice Provost Carlson observed that the Regents continue to show an interest in the issue of faculty diversity. She believes that an *ad hoc* meeting on campus climate will take place at the November Regents' meeting and will focus on faculty diversity; her office is preparing to address any questions that may arise at that time. In January, the annual Faculty Diversity Sub-Report of the Accountability Report will go to the Regents. Discussion is currently underway to determine if the accountability of administrative academic personnel has been sufficiently specified in the report or if it needs to be enhanced.

The Vice Provost informed the Committee that her office has been reviewing closely how the University keeps data on international faculty as distinguished from members of U.S. minority groups. The intention is to find a better way to reflect the variety of their status. Some are not citizens, but many become citizens later and are therefore no longer international faculty. She suggested that this topic could be discussed at the next meeting to determine a more nuanced means to collect faculty data.

Vice Provost Carlson stressed that it is important for the Committee to be involved in the UC ADVANCE PAID system, which is a program sponsored by the National Science Foundation to recruit, retain and advance more women and underrepresented minority female faculty in the fields of science, technology, engineering and mathematics. She said that the project is extremely dependent on faculty buy-in and participation.

DISCUSSION: Chair Martins-Green stated that Committee supported the workgroup's recommendations and might like to see further expansion in some areas. Vice Provost Carlson noted that it would be helpful for UCAAD to come forward in support of the recommendations formally. Chair Martins-Green elaborated that the Committee has started to prepare a response to the recommendations and will present something in writing for the Council. She observed that the committee felt that considerably more specificity was needed regarding accountability; what has been requested heretofore in the diversity workgroup report has been very general.

In response to the Vice Provost's comments on UC ADVANCE PAID, Chair Martins-Green stated that the Committee was waiting for further information from the President's Office so that it could discuss the material fully at its January 10 meeting. Vice Provost Carlson remarked that it would be extremely helpful to have several UCAAD members attend the next ADVANCE roundtable on April 10 in Riverside. She mentioned that the meeting would be a full-day commitment. Chair Martins-Green agreed that the roundtable is important, particularly since this session will center around mentorship, which is something the Committee will be focusing on in year ahead.

Chair Martins-Green remarked that Sheila O'Rourke should be invited to come and speak about how to encourage mentorship programs on the campuses. Ms. O'Rourke could also advise the Committee on other ways to increase the diversity pipeline.

The Committee proposed extending an invitation to Regent Ruiz to attend the next UCAAD meeting. Chair Martins-Green agreed that it was a good idea, and that the Committee will need to undertake some preparation for that to happen.

The Committee discussed a number of changes taking place with BOARS in regard to implementation of new eligibility policies and single-score holistic view. Non-resident policies also have changed,

further changing admissions patterns. The Committee suggested having a BOARS member or chair come to UCAAD meetings periodically share information. Conversely, a UCAAD member could visit occasional BOARS meetings and report back to the whole.

VI. Review of 2002 UCOP Guide to Recruitment and Retention of Faculty

DISCUSSION: Chair Martins-Green stated that the Committee is recommending an update of the 2002 UCOP Affirmative Action Guidelines. Vice Provost Carlson stated that the assistance of the Committee in that arena would be very helpful. She and Janet Lockwood carefully reviewed the 2002 document and feel that it requires a major overhaul. The Vice Provost acknowledged that the Guidelines contain some extremely valuable material, but that they must be reorganized and formatted to exist as a web document. She welcomed any interested Committee members to participate in that project. Chair Martins-Green suggested that the new Guidelines function as a live document that can be updated without having to be rewritten entirely. Vice Chair Emily Roxworthy volunteered to help with that effort, and voiced particular interest in putting the Guidelines in web-based format.

Vice Chair Roxworthy asked if the term “affirmative action” was outdated and wondered if the name of the Committee – and of related reports – perhaps should be changed. Vice Provost Carlson agreed that the term does sound dated, but noted that it is still what is in use legally. She offered that a change in terms is open for discussion.

VII. Consultation with Academic Senate Leadership

REPORT: Academic Council Vice Chair William Jacob informed the Committee about discussions that took place at the recent Regents’ meeting. He remarked that the Regents seemed largely unaware of the level of return-to-aid within UC. He stated the University is doing what it can to protect diversity and sustain support for lower income students through financial aid.

The Academic Senate would like a total remuneration study done for faculty, however, such a study is a very expensive undertaking. The Senate is exploring ways to fund such a study. The executive vice chancellors prefer to use discretionary funds for retention offers, but UCOP has proposed a three percent pay raise if Proposition 30 passes. The “loyalty penalty” at UC is far more serious for women than for men, and the three percent increase could prove to be important to preserving faculty diversity.

The Senate is also trying to develop better relationships in Sacramento; BOARS, CCGA, and UCORP will hold meetings in Sacramento and will invite legislative staff and legislators to attend.

Vice Chair Jacob shared information from a BOARS report that looked at UC eligibility in a local context, particularly at the impact on African American and Chicano/Latino students relative to the API scores at individual schools. Students who attend bi-modal schools may not benefit from the points awarded to low API schools and, therefore, may be adversely affected. Any Committee members who have information or input on ways address issues in bi-modal schools are encouraged to send it to BOARS.

REPORT: Associate Director Todd Giedt reviewed the updated functions of SharePoint, highlighting the capacity for online editing and collaboration, shared document libraries, surveys, and new document alerts. He noted that SharePoint has the advantage of being password-protected, but uses existing UC passwords, so that users do not need to create or memorize a new one. He asked that any

Committee members who have two University email addresses let him know so that he could ensure that both are entered into the SharePoint system.

VIII. Systemwide Senate Review Items

Proposed Pilot for a Negotiated Salary Plan

ACTION: Committee Analyst Eric Zarate will work with Committee members to determine a one-hour window where UCAAD can discuss its response to the Salary Plan.

IX. Consultation with UCAP on Proposed Changes to APM 210.1d

ISSUE: Chair Martins-Green noted that the change intended by APM 210 is not being implemented. She reported that several faculty members throughout UC have complained that research in diversity is not given the same value as other types of research.

DISCUSSION: Currently, each campus is acting independently in regards to APM 210.1d. Chair Powell asked both UCAP and UCAAD's chairs to work with their respective committees for input as to whether the language of 210.1d should be modified, or if it should be left alone. The Committee discussed various phrasing options at length and the different implementations of APM 210.1d on the campuses. UCSB volunteered that it has incorporated supplemental language in its Red Binder that has successfully provided clarification.

The Committee decided to recommend that the language of APM 210.1d not be changed, but that each campus explicitly clarify its implementation in a document similar to UCSB's Red Binder. In the event that that UCAP decides to propose revised phrasing for 210.1d, UCAAD offered a suggested replacement text.

ACTION: Chair Martins-Green and Committee Analyst Zarate will draft a letter to the chair of UCAP with the recommendations of UCAAD for their consideration. The draft version will be circulated to the UCAAD for input and revision. The final version will be sent to the Chair of UCAP.

X. Roundtable: Campus Updates

This item was not discussed at the meeting.

XI. New Business

Reconfiguration of Undergraduate Financial Aid

REPORT: Administrative Coordinator Kate Jeffery told the Committee that she was soliciting feedback from constituent groups on the effect of tuition increases on low-income students. She explained that UC's financial aid model has a two-pronged goal of financial access (i.e., financial considerations should not be an obstacle to student enrollment) and affordability (i.e., the value of UC's education for the dollar). She noted that financial access also includes the cost of on-campus housing and supplemental programs such as study abroad.

Data shows that the percentage of low-income students at UC has been increasing. The number of middle income seems to be declining, but those numbers are questionable. To maintain current level of financial aid to students, UC will need to either increase tuition revenue or take tuition money from operational budget, which is not possible.

Financial aid is critical to the success of underrepresented minority students. Ms. Jeffery reported that underrepresented students are more likely to borrow – and borrow greater amounts – due to having fewer “overlooked” assets and resources at their disposal. New guidelines that assess those overlooked assets would help correct this disparity by increasing the financial expectation for more affluent (traditionally non-URM) families. Furthermore, minority and underrepresented students often have lower academic performance upon entering UC; adding to their debt/workload is not conducive to their success.

ACTION: Committee Analyst Zarate will forward Ms. Jeffery’s material to the Committee members for input. Any suggestions should be reported back to Chair Martins-Green and copied to Committee Analyst Zarate.

The meeting was adjourned at X:XX p.m.

Attest: Manuela Martins-Green, UCAAD Chair
Prepared by: Fredye Harms

UNIVERSITY OF CALIFORNIA

ACADEMIC SENATE

COMMITTEE ON AFFIRMATIVE ACTION AND DIVERSITY
DRAFT MEETING MINUTES – JANUARY 10, 2013**I. Chair's Report/Announcements/Updates**Updates

Chair Martins-Green provided the following updates:

- Solicitations for 2013-14 Council Vice Chair have been sent to the committee, and members are encouraged to think of candidates from their campuses. Chair Martins-Green noted that the vice chair position has been populated by the northern campuses for the past few years and that it would be refreshing to have a representative from a southern campus. Nominations can be submitted directly to Academic Senate Chair Powell.
- The benefits of a residential campus and face-to-face teaching are still tremendous, but the Provost sees online courses as an opportunity to invest in the teaching endeavors of UC. Chair Martins-Green noted that sufficient investment in infrastructure would be required if UC is to compete with Stanford, Harvard, and MIT in this arena.
- The President is going to channel the new rebenching moneys to each campus on a per-student basis. Funding will be same across the campuses for each category of student; however it will take six years for the funding to completely normalize. President Yudof has already allocated \$16 million across the campuses for this year. Academic Senate Chair Powell is asking the Senate to advise the President on how future moneys should be allocated.
- The Provost has extended the timeline for campuses to develop gender equity study plans following UCAAD's 2011 *Analysis of UC Pay Equity by Sex and, Among Men, Ethnicity 2009-2011*. The expectation is that the campus plans will begin to be submitted by January 15 and that the committee can start to evaluate them at April meeting, if not sooner.
- Vice Chair Emily Roxworthy has volunteered to serve as the BOARS liaison. UCAAD's involvement with BOARS will be very important.

December 12 Academic Council Meeting

Janet Shim attended on behalf of Chair Martins-Green and Vice Chair Roxworthy, who were not available. She explained that Regent Kieffer had come to the last Council meeting to hear what faculty think the Regents are doing right, what they are doing wrong, and how they can help.

In light of the University's financial difficulties, faculty asked why research isn't highlighted as a way to promote UC's contributions to the state and country. Regent Kieffer said that he felt the campuses were a more effective vehicle than the Board of Regents for communicating research accomplishments because of their established connections to local communities and alumni. Another issue raised was the desire for more involvement from the Regents on issues affecting higher education across the US, specifically the shifting composition from tenure-track to adjunct faculty and its impact on shared governance. Council members also asked that the Regents cultivate a more specific understanding about graduate students and about the expense of graduate education. They expressed a desire to frame graduate students as the core of UC's mission to train future researchers and scholars. Regent Kieffer stated that the Regents were very aware of the pressure of fees from the professional schools and acknowledged that there is an occasional (perhaps misdirected) inclination to lump academic graduate students with professional students. The last significant item concerned the Regents' planned

presentations on teaching and technology. The discussion initially concerned online courses, how teaching is affected by new technologies, and best practices that UC can learn from other institutions.

Chair Martins-Green commented that the goal of these visits is to educate the Regents. She reminded the committee that Regent Ruiz would be attending its April meeting and that it was extremely important for members to attend.

II. Consent Calendar

Chair Martins-Green asked that a discussion of APM 210 be inserted before Item Seven. The agenda was approved.

The Chair explained that Committee Analyst Zarate would email members the minutes from the previous meeting along with last year's UCAAD Report to the Assembly. She asked that members ensure that they respond to Mr. Zarate when they receive the email.

III. Roundtable on Best Practices for Mentoring with Sheila O'Rourke, Director of Faculty and Postdoctoral Initiatives at UC Berkeley and Director of University of California President's Postdoctoral Fellowship Program

Sheila O'Rourke, Director of the President's Post-Doctoral Fellowship Program, addressed the committee regarding best practices for official mentorship programs.

Ms. O'Rourke noted that faculty at different campuses have different mentoring needs; similarly, faculty at different stages of their career and in different departments require diverse mentoring approaches. The old model of mentoring – of a wise senior colleague taking a junior colleague under his wing – is outdated; a new approach looks at mentoring as a mosaic which addresses the multiple needs that a faculty member might have. For example, junior faculty need a certain baseline of information about advancement; this information is usually best obtained from the department chair. Setting up formal expectations among department chairs for mentoring is critical, particularly to assist faculty who might be more likely to be left out of informal networks – who are not part of the traditional social power structure of academia.

Young faculty also need mentoring pertaining to academic research and intellectual life. The department chair may be working in a field or discipline that is very different from the faculty member, and may not be the best person to provide that type of information. In that case, the chair should facilitate connections in the faculty member's field – perhaps with colleagues at other institutions. Other important mentoring involves personal issues. In these instances, the department chair is probably the last person that a junior faculty should be encouraged to approach. Having advice and support outside the department, far from people in positions of influence or power, is important.

Online mentoring programs are earning tremendous positive feedback. These anonymous and national accountability groups provide workshops on advancement and are highly tailored to the needs of modern faculty who are inundated with demands on their time.

The last facet of the mosaic is affinity group mentoring that historically has – and continues to have – a lot of value for faculty, particularly for those from groups that have been underrepresented in higher education.

Chair Martins-Green said that UCAAD would like to write a white paper that offers a framework for mentoring that campuses can adapt for their individual constituencies. She noted that Berkeley had an administrative structure in place for mentoring and asked how important that structure was to the success of the program. Ms. O'Rourke said that the structure was important, but that it can be accomplished through existing administrative departments. Tapping the existing administration for accountability is role that Ms. O'Rourke thought UCAAD could play.

Francisco Ramos-Gomez asked Ms. O'Rourke to comment on the maintenance, sustainability, and assessment of mentoring programs. Ms O'Rourke stated that evaluation is challenging because there are so many factors that go into any individual junior faculty's trajectory. One tool that might work is the University's climate survey.

Ms. O'Rourke called attention to the mentoring of associate faculty. She stated that there tends to be an emphasis on assistant professors, but the mentoring of associate faculty – particularly in the book-based disciplines – is a huge area of need. She suggested that the committee look at criteria for advancement and determine if they should be fine-tuned, especially in light of current publishing and press issues. David Lopez-Carr observed that there is little in the way of graduate mentoring. He suggested that this might be another avenue UCAAD could pursue. Ms. O'Rourke said that there is a staff person at UCSF who has done a tremendous workshop for graduate students. She noted that the University has many institutional resources in place, but they are not generally known.

Chair Martins-Green remarked that the Academic Council is meeting on January 23 with the executive vice chancellors and that perhaps UCAAD could add mentoring to the agenda.

Ms. O'Rourke alerted the committee to an online University report detailing the change in the diversity of faculty over time. She said that the report was excellent, and recommended that all the committee members read it and publicize it on their campuses. Another initiative Ms. O'Rourke discussed is the NSF ADVANCE grant, which is going to sponsor a day-long roundtable focused on faculty mentoring on April 10 in Riverside. She suggested that UCAAD provide Vice Provost Susan Carlson with input to the agenda. Chair Martins-Green stated that campus personnel are invited to the roundtable, and encouraged members to consider attending.

Ms. O'Rourke cautioned that resistance to better faculty mentoring is prevalent. Many senior faculty do not recognize the support that they have had throughout their careers. The need for mentoring is critical, however, as more people are working remotely, are single parents, or have dual-career households. Budget cuts also require faculty to do more than in previous decades.

Ms. O'Rourke volunteered some key points for UCAAD's white paper, including discussion about making mentoring a part of the chair job description, along with the expectation that each department create its own mentoring program. She suggested that academic program review could be used as an institutionalized quality-control process on each campus. In all cases, she said, there needs to be more of a focus on associate professors. The white paper might also specify that every campus collect data on advancement by different sub-groups: by field, by gender, by underrepresented minority status -- so that there is a clear sense if there are problem areas.

Vice Chair Roxworthy recalled that some previous recipients of the President's Post-Doctoral Fellowship (PDFP) felt stigmatized by being part of that program. She speculated that senior faculty should be mentored on diversity issues to counteract that type of bias.

IV. Consultation with Academic Senate Leadership

Executive Director Martha Winnacker told the committee that the governor has announced his budget which includes an increase of almost \$125 million for UC this year, and an additional \$125 million for next year. The University will be given a five percent increase per year in state funding for both 2013-14 and 2014-15; the two following years will see a four percent increase per year. However, these increases come with the proviso that there can be no tuition increase. Of the new funds, \$10 million is dedicated to using technology and online offerings, and is meant to be focused on the areas of greatest enrollment and impact (defined as the ability to get necessary courses and sequences in a timely manner).

The University has proposed for several years that UC should service the debt service on its own bonds. The Office of the President believes that its finance officers could refinance the University's bonds at a lower interest rate. That proposal has been approved, with the stipulation that all savings must be put toward instructional purposes.

Director Winnacker reminded the committee that the current budget information reflects only the first phase of the state's budget development process. By the time of the May revise, there may be fluctuation due to tax revenues, the condition of the economy, and negotiation by UC and other constituent groups.

Senate Vice-Chair Jacob mentioned that the tone of the governor's presentation was that UC needs to rein in the costs of higher education. He expressed frustration that the governor's office did not seem to take into account the public health mission of the University (which is expensive), the research which brings funds into the University, UC's role in the stimulation of the California economy, and the fact that UC has continued to enroll students despite the \$900 million that was cut from its budget over a four-year period. Professor Jacob stated that UC must communicate its need to have tuition increases in order to provide return-to-aid, which is not well understood either by the government, the public, or by potential students.

Vice-Chair Jacob provided an update on the Senate leadership's ongoing negotiations with Associate Vice President Peggy Arrivas regarding the way that composite benefit rates will be calculated for summer salary, which is not covered compensation for UCRP. Standardized composite benefit rates, rather than the actual cost of benefits, will be charged to research grants. If summer salaries are charged at academic-year salary rates, the benefits charge to grants that include summer salary may go up as much as 20 percent. The Senate is trying to avoid this outcome.

V. Announcements from the President's Office

Vice-Provost Carlson informed the committee that she would be presenting a new faculty diversity report at the Wednesday Regents' meeting. She explained that the report provides an accounting of faculty diversity in terms of gender, race, and ethnicity, as well as a more nuanced way of accounting for international faculty; previous methods significantly underestimated the number of international faculty systemwide. The new report shows that over 22 percent of ladder-rank faculty are international. While this reflects a large change in the number of reported international faculty, the actual number has been consistent for about 12 years. VP Carlson explained that the report tracks gender, race and ethnicity separately for both domestic and international faculty. For example, Asian domestic faculty make up 8.2 percent of the ladder-rank faculty, and Asian international faculty make up 6.6 percent. In addition, the titles of many categories have changed to more accurately capture

faculty identification. Titles such as Chicano/Latino/Hispanic and Black/African/African American are in place for both citizen and non-citizen faculty.

VP Carlson explained that the early section of the report places UC in the context of its eight comparable research universities; UC does well, ranking number two for both gender and URM representation. While she noted that this was significant, VP Carlson quickly acknowledged that University is not where it should be in terms of faculty diversity. The final section of the report highlights what the University is doing to improve the situation; the oral report on Wednesday will focus on two programs: the Presidential Post Doctoral Fellowship Program, and the systemwide ADVANCE program, which is meant to increase diversity of gender and URM in the STEM fields.

Diversity Director Jesse Bernal provided an update on the Professional Degree Supplemental Tuition Task Force which was formed to address the 2006 Regental policy allowing supplemental tuition for some professional degree programs. The 2006 policy required campuses to look at trends in diversity, establish diversity strategic plans, consult with faculty and students, and submit justification for proposed fees to the Regents for approval. This process placed a significant burden on programs, campuses, and the Office of the President, which reviewed the proposals. Furthermore, the checks in policy were largely ignored, with the Regents approving exemptions in most cases. The Task Force is working to maintain the key components of the policy while making it more realistic, streamlined, and accountable. It includes faculty representation from UCAAD, Planning and Budget, and CCGA.

VI. Review of 2002 UCOP Guide to Recruitment and Retention of Faculty

Chair Martins-Green stated that she had read the Guide, and while it contained relevant and applicable information, it needed to be updated and made electronic. VP Carlson agreed, but stated it has been difficult to accomplish due to lack of staffing. She welcomed reminders from the committee and invited members to serve as advisors on the project. The Chair and Vice Chair volunteered to assist the project's completion.

VII. Consultation with UCAP on Proposed Changes to APM 210-1d

Chair Martins-Green stated that she had received new proposed language for APM 210 from UCAP. The committee discussed the original language, UCAAD's previous suggested language, and UCAP's recent submission at great length. In addition, several new revisions and phrasing options were debated.

It was largely agreed that the goal of UCAAD's language was to serve two purposes: an explicit statement that research and other academic activities directed toward diversity and equal opportunity are given equal weight and academic merit in promotion as any other research teaching or service, and that the University encourage and recognize faculty teaching and service in relation to equal opportunity and diversity.

After extensive discussion, the committee agreed on revisions to the UCAP submission. However, these revisions reflected only the opinions of the four UCAAD members who were present at the meeting; the rest were absent due to illness. Chair Martins-Green expressed concern about extreme lack of attendance and suggested that she would email the two proposals (UCAP's suggested language and the new revisions by UCAAD) to all of the committee members for review. Once she had committee-wide input on the options, she would respond to UCAP by January 30.

VIII. Planning for Regent Fred Ruiz's Visit to UCAAD April Meeting

Chair Martins-Green requested that each committee member provide Analyst Zarate with a biographical sketch and a picture in preparation for Regent Ruiz's visit. She also asked that any questions for Regent Ruiz be submitted to her as soon as possible so that she could send them to him in advance of his visit. Regent Ruiz had expressed a desire to assist with faculty diversity pipeline concerns, and Chair Martins-Green would like the committee to be prepared with suggestions as to how he could help.

Adjournment:

The meeting was adjourned at 3:09 p.m.

Attest: Manuela Martins-Green
Prepared by Fredye Harms

REGENTS' POLICY 4400: UNIVERSITY OF CALIFORNIA DIVERSITY STATEMENT

*Adopted September 20, 2007**Adopted as Amended September 15, 2010***UNIVERSITY OF CALIFORNIA DIVERSITY STATEMENT****RECOMMENDED TO THE UNIVERSITY OF CALIFORNIA BY THE ACADEMIC
SENATE OF THE UNIVERSITY OF CALIFORNIA***Adopted by the Assembly of the Academic Senate May 10, 2006**Endorsed by the President of the University of California June 30, 2006**Adopted as Amended by the Assembly of the Academic Senate April 22, 2009**Endorsed as Amended by the President of the University of California August 17, 2010*

The diversity of the people of California has been the source of innovative ideas and creative accomplishments throughout the state's history into the present. Diversity – a defining feature of California's past, present, and future – refers to the variety of personal experiences, values, and worldviews that arise from differences of culture and circumstance. Such differences include race, ethnicity, gender, age, religion, language, abilities/disabilities, sexual orientation, gender identity, socioeconomic status, and geographic region, and more.

Because the core mission of the University of California is to serve the interests of the State of California, it must seek to achieve diversity among its student bodies and among its employees. The State of California has a compelling interest in making sure that people from all backgrounds perceive that access to the University is possible for talented students, staff, and faculty from all groups. The knowledge that the University of California is open to qualified students from all groups, and thus serves all parts of the community equitably, helps sustain the social fabric of the State.

Diversity should also be integral to the University's achievement of excellence. Diversity can enhance the ability of the University to accomplish its academic mission. Diversity aims to broaden and deepen both the educational experience and the scholarly environment, as students and faculty learn to interact effectively with each other, preparing them to participate in an increasingly complex and pluralistic society. Ideas, and practices based on those ideas, can be made richer by the process of being born and nurtured in a diverse community. The pluralistic university can model a process of proposing and testing ideas through respectful, civil communication. Educational excellence that truly incorporates diversity thus can promote mutual respect and make possible the full, effective use of the talents and abilities of all to foster innovation and train future leadership.

Therefore, the University of California renews its commitment to the full realization of its historic promise to recognize and nurture merit, talent, and achievement by supporting diversity and equal opportunity in its education, services, and administration, as well as research and creative activity. The University particularly acknowledges the acute need to remove barriers to the recruitment, retention, and advancement of talented students, faculty, and staff from historically excluded populations who are currently underrepresented.

University of California / Academic Personnel Manual
 APPOINTMENT AND PROMOTION
 Deans and Provosts

APM - 240

240-4 **Definitions**

- a. An academic Dean or Provost is head of a Division, College, School, or other similar academic unit and has administrative responsibility for that unit. This includes fiscal responsibility for the unit, maintaining an affirmative action program for faculty and staff recruitment and retention consistent with University affirmative action policies, and responsibility for insuring that systemwide and local policies, including Academic Senate regulations, are observed.
- b. A Divisional Dean is head of a Division of a College, School, or other similar academic unit and has administrative responsibility for that unit. A Divisional Dean may also head an intercollege/school division.
- c. Deans of non-academic units such as student services are not covered by this policy.

240-10 **Criteria for Appointment and Evaluation**

Criteria for appointment and evaluation of a Dean or Provost shall be developed by each Chancellor or designee.

240-16 **Restrictions**

The following restrictions apply to the appointment of an academic Dean or Provost:

- a. A Dean or Provost shall hold a concurrent University appointment in one of the following title series: Professor series, Professor in Residence series, or one of the equivalent ranks as defined by Regents' Standing Order 103.3. (See APM - 115)
- b. An appointment to the position of Dean or Provost may be full time or part time. The personnel policies herein apply to all appointments, regardless of percent time. For Deans and Provosts appointed in the Senior Management Program, the Personnel Policies for Senior Managers, also apply. (Personnel Policies for Staff Members, Appendix II)

240-18 Salary

- a. Authority to approve salaries for the appointment of Deans and Provosts is established in the Personnel Policies for Staff Members, Appendix II, Personnel Policies for Senior Managers.
- b. Academic-year or fiscal-year annual salaries up to the Regental Compensation threshold for the appointment of Acting Deans and Acting Provosts are approved by the Chancellor. This figure will be indexed annually in accordance with the Consumer Price Index.
- c. Guidelines for the compensation of Divisional Deans, Associate Deans, and Assistant Deans are presented in APM - 630.

240-24 Authority

- a. Appointment of a Dean or Provost:

The Chancellor has the authority to appoint a Dean or Provost. The Chancellor, in consultation with the Academic Senate, shall appoint a committee to advise in the selection of a Dean or Provost. In cases when the Dean is the head of a school or college consisting of a single department, the faculty of the school or college shall also be consulted. In cases involving professional schools offering courses at the graduate level only, the faculty of the school shall be consulted.

- b. Appointment of Acting Dean or Acting Provost:

The Chancellor has the authority to appoint an Acting Dean or Acting Provost in accordance with local campus procedures. The appointment of an Acting Dean or Acting Provost shall be a temporary appointment normally for a period not to exceed twelve months.

- c. Appointment of Divisional Dean, Associate Divisional Dean, Associate and Assistant Dean, Associate and Assistant Provosts:

Appointments of Divisional Dean, Associate Divisional Dean, Associate and Assistant Deans, Associate and Assistant Provosts, and acting appointments to those titles shall be made by the Chancellor upon the recommendation of the Dean or Provost under whom they serve and in accordance with specified campus procedures.

- d. Deans and Provosts and acting appointments to those titles serve at the discretion of the Chancellor. The Chancellor may end the appointment of a Dean or Provost at will and at any time, after discussion with an appropriate group of the faculty determined by the Chancellor after consultation with the Chair of the Division of the Academic Senate.
- e. Divisional Deans, Associate Divisional Deans, Associate and Assistant Deans, and Associate and Assistant Provosts serve at the discretion of the Chancellor. The Chancellor, after consultation with the appropriate Dean or Provost, may end these appointments at will and at any time. In the case of a Divisional Dean who heads an intercollege/school division, provisions for ending the appointment of a dean/provost apply. (See APM - 240-24-d.).

240-80 Review Procedures

- a. A performance review for academic Deans and Provosts shall be conducted no later than the fifth year of service and at five-year intervals thereafter. In each case involving the review of a Dean or Provost, the Chancellor, in consultation with the Academic Senate, shall appoint an advisory committee to review the performance and accomplishments of the Dean or Provost. The advisory committee shall report its findings to the Chancellor.
- b. The Chancellor or designee shall develop guidelines for the review of Divisional Deans, Associate Divisional Deans, Associate and Assistant Deans, and Associate and Assistant Provosts.

Duties of Department Chairs (or Equivalent Officers)*

The chair of a department of instruction and research is its leader and administrative head. Appointed by the Chancellor, the chair is responsible to the Chancellor through the Dean of the college or school.

As leader of the department, the chair has the following duties:

1. The appointee is in charge of planning the programs of the department in teaching, research, and other functions. The chair is expected to keep the curriculum of the department under review, and to maintain a climate that is hospitable to creativity, diversity, and innovation.
2. The appointee is responsible for the recruitment, selection, and evaluation of both the faculty and the staff personnel of the department. In consultation with colleagues, the chair recommends appointments, promotions, merit advances, and terminations. The appointee is responsible for maintaining a departmental affirmative action program for faculty and staff personnel, consistent with University affirmative action policies. The appointee is expected to make sure that faculty members are aware of the criteria prescribed for appointment and advancement, and to make appraisals and recommendations in accordance with the procedures and principles stated in the President's Instructions to Appointment and Promotion Committees.
3. The appointee should be receptive to questions, complaints, and suggestions from members of the department, both faculty and staff personnel, and from students, and should take appropriate action on them.

*On some campuses some or all of the duties which are performed by the chair of a department of instruction and research may be performed by other officers. The College Provosts at San Diego perform some but not all of the duties of department chairs. The administrative heads of special academic agencies for curricular innovation are to some extent like department chairs. It is because of such variations from the traditional pattern of academic organization that the phrase "department chairs (or equivalent officers)" occurs in this memorandum and other textual references to department chair. Each Chancellor to whom this applies is responsible for making clear to such an "equivalent officer" which of the duties and responsibilities of department chairs are being entrusted.

The chair's administrative duties include the following (special assignments may be added from time to time, and the Chancellor or Dean may specify additional duties):

1. To make teaching assignments in accordance with the policy described in Regulation #750 of the Academic Senate,* and to make other assignments of duty to members of the department staff.
2. To prepare the schedule of courses and of times and places for class meetings.
3. To establish and supervise procedures for compliance with University regulations on the use of guest lecturers and Academic Senate Regulation #546 on special studies courses.**

*750. (A) Only regularly appointed officers of instruction holding appropriate instructional titles may have substantial responsibility for the content and conduct of courses which are approved by the Academic Senate.

(B) Professors and professors in residence and adjunct professors of any rank, instructors, instructors in residence and adjunct instructors, and lecturers may give courses of any grade. Persons holding other instructional titles may teach lower division courses only, unless individually authorized to teach courses of higher grade by the appropriate Committee on Courses or Graduate Council. If a course is given in sections by several instructors, each instructor shall hold the required instructional title. (EC 15 Apr 74).

(C) Announcements of special study courses in which individual student work under the direction of various members of a department may state that presentation is by the staff, but a member of the department shall be designated as the instructor in charge.

(D) Only persons approved by the appropriate administrative officer, with the concurrence of the committee on courses concerned, may assist in instruction in courses authorized by the Academic Senate. (AM 16 Mar 70, 15 Jun 71)

(E) No student may serve as a reader or assistant in a course in which he/she is enrolled.

**546. Registration in special studies courses for undergraduates must be approved by the chair (or equivalent) of each department concerned. This approval must be based upon a written proposal submitted to the chair.

4. To make arrangements and assignments of duty for the counseling of students, and for the training and supervision of Teaching Assistants and other student teachers and teacher aides.
5. To prepare the budget and administer the financial affairs of the department, in accord with University procedures.
6. To schedule and recommend to the Chancellor sabbatical leaves and other leaves of absence for members of the department. (The chair may approve a leave of absence with pay for seven calendar days or less for attendance at a professional meeting or for the conduct of University business without submitting a leave of absence form.)
7. To report promptly the resignation or death of any member of the department.
8. To be responsible for the custody and authorized use of University property charged to the department, and for assigning departmental space and facilities to authorized activities in accordance with University policy and campus rules and regulations.
9. To be responsible for departmental observance of proper health and safety regulations, in coordination with the campus health and safety officer.
10. To maintain records and prepare reports in accord with University procedures.
11. To report any failure of a faculty or staff member to carry out responsibilities and to recommend appropriate disciplinary action.
12. To report annually on the department's affirmative action program, including a description of good faith efforts undertaken to ensure equal opportunity in appointment, promotion, and merit activities, as well as a report on affirmative action goals and results in accordance with campus policy.

In performing these duties, the chair is expected to seek the advice of faculty colleagues in a systematic way, and to provide for the conduct of department affairs in an orderly fashion through department meetings and the appointment of appropriate committees. The chair also is expected to seek student advice on matters of concern to students enrolled in the department's programs. In large departments, the chair may be assisted in the tasks involved in carrying out the responsibilities of the chair by a vice chair or other colleagues, and, when desired, by an executive committee chosen in an appropriate manner; however, the responsibilities themselves may not be delegated.

UNIVERSITY OF CALIFORNIA, ACADEMIC SENATE

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SANTA BARBARA • SANTA CRUZ

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Chair of the Assembly and the Academic Council
 Faculty Representative to the Board of Regents
 University of California
 1111 Franklin Street, 12th Floor
 Oakland, California 94607-5200

April 11, 2013

**SUSAN CARLSON, VICE PROVOST
 ACADEMIC PERSONNEL**

Dear Susan:

As you know, UCAP and UCAAD have discussed possible revisions to APM 210.1-d to clarify its language regarding evaluation of contributions to diversity in merit and promotion reviews. While they came to a consensus on some issues, they were unable to agree on a single version, and both committees submitted letters to Council explaining their reasoning. After a robust discussion, Council endorsed language that it believes is acceptable to both committees. I write now to transmit Council's recommendation that the second paragraph of APM 210.1-d be amended as indicated:

The University of California is committed to excellence and equity in every facet of its mission. Contributions in teaching, research and other creative work, professional activity, and University and public service contributions that promote equal opportunity and diversity and equal opportunity are to be encouraged and given recognition in the evaluation of the candidate's qualifications. They should be given the same weight in the evaluation of the candidate's qualifications during Academic Personnel actions as any other contributions in these areas. These contributions to diversity and equal opportunity can take a variety of forms, including efforts to advance research, teaching, equitable access to education, and public service that addresses the needs of California's diverse population, or research in a scholar's area of expertise that highlights inequalities. Mentoring and advising of diverse students or new faculty members are to be encouraged and given due recognition in the teaching or service categories of the Academic Personnel actions process.

Please do not hesitate to contact me if you have any questions.

Sincerely,

Robert L. Powell, Chair
 Academic Council

Cc: Academic Council
 Martha Winnacker, Senate Executive Director

UNIVERSITY OF CALIFORNIA, ACADEMIC SENATE

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SANTA BARBARA • SANTA CRUZ

UNIVERSITY COMMITTEE ON AFFIRMATIVE ACTION AND DIVERSITY (UCAAD)
Manuela Martins-Green
manuela.martins@ucr.edu

ACADEMIC SENATE
University of California
1111 Franklin Street, 12th Floor
Oakland, California 94607-5200

March 20, 2013

ROBERT POWELL, CHAIR
ACADEMIC COUNCIL

Re: Proposed Revision of APM 210-1.d

Dear Bob:

I am writing to let you know that UCAAD and UCAP have been unable to come to full agreement on new language for APM 210-1.d. The disagreement is only in the last sentence (see blue underlined). APM 210-1.d was put in place to ensure equality of treatment for faculty who do research into issues of diversity and to address the special need for mentoring and advising of diverse students and junior faculty. It is on this last aspect that we have been unable to agree with UCAP on appropriate wording. If UC is going to increase the diversity of its faculty, special efforts are necessary to ensure the success of diverse students (who feed the pipeline) and to maximize the success rate of diverse junior faculty seeking tenure. So far the University has not been able to achieve either in any substantial way. Currently, there is no incentive for UC faculty to devote the time and energy necessary to mentor and advise diverse students; conversely, those faculty members who spend time in these efforts are often not recognized when their personnel files are reviewed. Therefore, UCAAD submits for the consideration of the Council the wording below as a proposal for revision of APM 210-1.d (in blue). Right below that is a version of APM210-1.d that shows the specific changes that UCAAD proposes to existing language.

"The University of California is committed to excellence and equity in every facet of its mission. Contributions in teaching, research and other creative work, professional activity, and University and public service that promote equal opportunity and diversity are to be encouraged. They should be given the same weight in the evaluation of the candidate's qualifications during Academic Personnel actions as any other contributions in these areas. These contributions to diversity and equal opportunity can take a variety of forms, including efforts to advance research, teaching, equitable access to education, and public service that address the needs of California's diverse population. Mentoring and advising of diverse students or faculty members are to be encouraged and given additional recognition in the teaching or service categories of the Academic Personnel process."

The University of California is committed to excellence and equity in every facet of its mission. Contributions in teaching, research and other creative work, professional activity, and University and public service that promote equal opportunity and diversity are to be encouraged and given recognition in the evaluation of the candidate's qualifications. They should be given the same weight in the evaluation of the candidate's qualifications during Academic Personnel actions as any other contributions in these areas. These contributions to diversity and equal opportunity can take a variety of forms, including efforts to advance equitable access to education, public service that addresses the needs of California's diverse population, or research in a scholar's area of expertise that highlights inequalities, teaching, equitable access to education, and public service that address the needs of California's diverse population. Mentoring and advising of diverse students or new faculty members are to be encouraged and given additional recognition in the teaching or service categories of the Academic Personnel actions process.

In addition, UCAAD is in the process of putting together a white paper to help implement its proposed new language of APM 210-1.d. Our white paper will incorporate various features of several white papers already in existence on several campuses which appear to be helping implement the existing language of APM 210-1.d.

Thank you again for giving UCAAD the opportunity to work with UCAP in developing a proposal for new language for APM 210-1.d.

Sincerely,

A handwritten signature in black ink that reads "Manuela Martins - Green". The signature is written in a cursive, flowing style.

Manuela Martins-Green
Chair, UCAAD

Copy: UCAAD
UCAP Chair Harry Green
Committee Analyst Eric Zárate
UCAP Analyst Brenda Abrams



UNIVERSITY COMMITTEE ON ACADEMIC PERSONNEL (UCAP)
Harry Green, Chair
harry.green@ucr.edu

Assembly of the Academic Senate
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Phone: (510) 987-9466
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March 22, 2013

BOB POWELL, CHAIR
ACADEMIC COUNCIL

RE: PROPOSED CHANGES TO APM 210-1.d

Dear Bob,

As you requested last September, UCAP and UCAAD have been working together to find common language for revision of APM 210-1.d in order to clarify the impression that some readers have had that the current language of the paragraph can be read to say that research into issues of diversity should be given “extra credit” in the academic personnel process. UCAP had taken issue with this paragraph for several years and your charge to the two committees was to find agreed-upon language and bring it to the Council for consideration as revised language for this section of the APM.

I am pleased to report that the two committees have come to agreement on the first part of the paragraph that makes clear that research into issues of diversity is to be given the same respect in the academic personnel process as any other academic discipline.

However, we have not reached agreement on the final section of the paragraph that deals with mentoring and advising. After several attempts by both committees, we have not been able to find common language. UCAAD has adopted the position that in order to meet the UC stated goal of enhancing the diversity of our faculty, it is critical for APM 210-1.d to specifically state that mentoring of diverse students and young faculty will be given additional weight in the merit and promotion process because of the considerable additional effort necessary to help diverse graduate students and young faculty become successful academics in comparison with white males. A minority of UCAP members agreed with this philosophy but the majority of UCAP members favor language concerning mentoring and advising that is exactly analogous to the language concerning research. That is, an explicit statement that mentoring and advising of diverse students and young faculty shall be given exactly the same weight in the academic personnel process as mentoring of any other students and young faculty.

As a consequence of this difference of opinion, the two committees are sending forth to Council recommendations that are exactly the same except for the last sentence. I provide here the UCAP recommendation in clean text, followed immediately by a marked-up version showing the changes from the current language of APM 210-1.d.

"The University of California is committed to excellence and equity in every facet of its mission. Contributions in teaching, research and other creative work, professional activity, and University and

public service that promote equal opportunity and diversity are to be encouraged. They should be given the same weight in the evaluation of the candidate's qualifications during Academic Personnel actions as any other contributions in these areas. These contributions to diversity and equal opportunity can take a variety of forms, including efforts to advance research, teaching, equitable access to education, and public service that address the needs of California's diverse population. Mentoring and advising of diverse students or faculty members are also to be encouraged and given the same weight in the evaluation of a candidate as any other contributions to mentoring and advising."

"The University of California is committed to excellence and equity in every facet of its mission. Contributions in teaching, research and other creative work, professional activity, and University and public service that promote equal opportunity and diversity are to be encouraged and given recognition in the evaluation of the candidate's qualifications. They should be given the same weight in the evaluation of the candidate's qualifications during Academic Personnel actions as any other contributions in these areas. These contributions to diversity and equal opportunity can take a variety of forms, including efforts to advance ~~equitable access to education, public service that addresses the needs of California's diverse population, or research in a scholar's area of expertise that highlights inequalities,~~ teaching, equitable access to education, and public service that address the needs of California's diverse population. Mentoring and advising of diverse students or ~~new~~ faculty members are also to be encouraged and given ~~recognition in the teaching or service categories of Academic Personnel actions~~ the same weight in the evaluation of a candidate as any other contributions to mentoring and advising."

Sincerely,

A handwritten signature in blue ink, appearing to read "Harry Green".

Harry Green, Chair
UCAP



FDU endorses this statement of the [American Council on Education](#) and joins other institutions of higher education across the country in supporting the Council's message entitled "On the Importance of Diversity in Higher Education."

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On the Importance of Diversity in Higher Education

America's colleges and universities differ in many ways. Some are public, others are independent; some are large urban universities, some are two-year community colleges, others small rural campuses. Some offer graduate and professional programs, others focus primarily on undergraduate education. Each of our more than 3,000 colleges and universities has its own specific and distinct mission. This collective diversity among institutions is one of the great strengths of America's higher education system, and has helped make it the best in the world. Preserving that diversity is essential if we hope to serve the needs of our democratic society.

Similarly, many colleges and universities share a common belief, born of experience, that diversity in their student bodies, faculties, and staff is important for them to fulfill their primary mission: providing a quality education. The public is entitled to know why these institutions believe so strongly that racial and ethnic diversity should be one factor among the many considered in admissions and hiring. The reasons include:

- Diversity enriches the educational experience. We learn from those whose experiences, beliefs, and perspectives are different from our own, and these lessons can be taught best in a richly diverse intellectual and social environment.
- It promotes personal growth--and a healthy society. Diversity challenges stereotyped preconceptions; it encourages critical thinking; and it helps students learn to communicate effectively with people of varied backgrounds.
- It strengthens communities and the workplace. Education within a diverse setting prepares students to become good citizens in an increasingly complex, pluralistic society; it fosters mutual respect and teamwork; and it helps build communities whose members are judged by the quality of their character and their contributions.
- It enhances America's economic competitiveness. Sustaining the nation's prosperity in the 21st century will require us to make effective use of the talents and abilities of all our citizens, in work settings that bring together individuals from diverse backgrounds and cultures.

American colleges and universities traditionally have enjoyed significant latitude in fulfilling their missions. Americans have understood that there is no single model of a good college, and that no single standard can predict with certainty the lifetime contribution of a teacher or a student. Yet, the freedom to determine who shall teach and be taught has been restricted in a number of places, and come under attack in others. As a result, some schools have experienced precipitous declines in the enrollment of African-American and Hispanic students, reversing decades of progress in the effort to assure that all groups in American society have an equal opportunity for access to higher education.

Achieving diversity on college campuses does not require quotas. Nor does diversity warrant admission of unqualified applicants. However, the diversity we seek, and the future of the nation, do require that colleges and universities continue to be able to reach out and make a conscious effort to build healthy and diverse learning environments appropriate for their missions. The success of higher education and the strength of our democracy depend on it.

Endorsements

AACSB - The International Association for Management Education	College and University Personnel Association
ACT (formerly American College Testing)	Consortium on Financing Higher Education
American Association for Higher Education	Council for Advancement and Support of Education
American Association of Colleges For Teacher Education	Council of Graduate Schools
American Association of Colleges of Nursing	Council of Independent Colleges
American Association of Colleges of Pharmacy	Educational Testing Service
American Association of Collegiate Registrars and Admissions Officers	Golden Key National Honor Society
American Association of Community Colleges	Hispanic Association of Colleges and Universities
American Association of Dental Schools	Law School Admission Council
American Association of State Colleges and Universities	Lutheran Educational Conference of North America
American Association of University Administrators	NAFSA: Association of International Educators
American Association of University Professors	National Association for College Admission Counseling
American College Personnel Association	National Association for Equal Opportunity in Higher Education
American Council on Education	National Association of College and University Business Officers
American Indian Higher Education Consortium	National Association of Graduate and Professional Students
American Medical Student Association	National Association of Independent Colleges and Universities
American Society for Engineering Education	National Association of State Universities and Land-Grant Colleges
APPA: The Association of Higher Education Facilities Officers	National Association of Student Financial Aid Administrators
Association of Academic Health Centers	National Association of Student Personnel Administrators
Association of American Colleges and Universities	National Collegiate Athletic Association
Association of American Law Schools	National Council of Educational Opportunity Associations
Association of American Medical Colleges	NAWE: Advancing Women in Higher Education
Association of American Universities	New England Board of Higher Education
Association of Catholic Colleges and Universities	The College Board
Association of College Unions International	The College Fund/UNCF
Association of Community College Trustees	The Education Trust
Association of Governing Boards of Universities and Colleges	University Continuing Education Association
Association of Jesuit Colleges and Universities	
Coalition of Higher Education Assistance Organizations	

Evaluating Contributions to Diversity for Appointment and Promotion (APM 210) Guidelines for all Academic Disciplines

The University of California Academic Personnel Manual policy governing faculty appointment and advancement (APM 210) was amended effective July 2005 so that faculty contributions to diversity would receive recognition and reward in the academic personnel process. An excerpt from the policy states:

The University of California is committed to excellence and equity in every facet of its mission. Teaching, research, professional and public service contributions that promote diversity and equal opportunity are to be encouraged and given recognition in the evaluation of the candidate's qualifications. These contributions to diversity and equal opportunity can take a variety of forms including efforts to advance equitable access to education, public service that addresses the needs of California's diverse population, or research in a scholar's area of expertise that highlights inequalities. (APM 210-1-d)
<http://www.universityofcalifornia.edu/senate/committees/ucaad/apm210.pdf>

In its 2006 report, "Beyond Bias and Barriers," the National Academy of Sciences stated that the United States must aggressively pursue the innovative capacity of all of its people – women and men, minority and non-minority – in order to maintain scientific and engineering leadership amid increasing economic and educational globalization. Removing the barriers that prevent full participation of all qualified people, including women, minorities, veterans and people with disabilities in the science and engineering fields as well as in the various disciplines of the social sciences, humanities, fine arts and education is critical to developing an educated workforce with the values, culture and perspectives to provide solutions to pressing local, state, national and international problems.

University policy states that a candidate's race or gender may not be considered in selection for student or faculty appointments. However, to attract excellent faculty who will contribute to the University's diversity imperative, search committees may give special consideration to the following in faculty appointments:

- candidates who have engaged in service to increase participation in science, education, humanities, fine arts, or social sciences by groups historically under-represented in higher education; for example:
 - participation as undergraduates, graduates, postdocs or faculty in academic preparation, outreach, tutoring or other programs designed to remove barriers facing women, minorities, veterans, people with disabilities and other individuals who are members of group historically excluded from higher education;
 - serving as an advisor to programs such as Women in Science and Engineering, SACNAS or other equivalent programs in all disciplines;
 - exceptional record mentoring students and junior faculty from groups under-represented in their field or historically under-represented in higher education;

- candidates who have made a contribution to pedagogies addressing different learning styles; for example:
 - designing courses or curricula designed to meet the needs of educationally disadvantaged students;
 - developing effective teaching strategies for the educational advancement of students from groups underrepresented in higher education;
- candidates who have an understanding of the barriers facing women and domestic minorities in science careers or higher education careers generally, as evidenced by life experiences and educational background;
- candidates who have significant experience teaching students who are under-represented in higher education; for example:
 - teaching at a minority serving institution;
 - record of success advising women and minority graduate students;
 - experience teaching students with disabilities
- candidates who display drive and motivation to persist and succeed in their careers in spite of barriers in higher education that disproportionately disadvantage them;
- candidates with the potential to bring to their research the creative critical discourse that comes from their non-traditional educational background or their understanding of the experiences of groups under-represented in higher education;
- candidates who, in addition to their primary field of research, have made research contributions to understanding the barriers facing women and domestic minorities in science and other academic disciplines; for example:
 - studying patterns of participation and advancement of women and minorities in fields where they are underrepresented;
 - studying socio-cultural issues confronting underrepresented students in college preparation curricula;
 - evaluating programs, curricula and teaching strategies designed to enhance participation of underrepresented students in higher education;
- candidates who have the communication skills and cross-cultural abilities to maximize effective collaboration with a diverse community of campus and external colleagues;
- candidates who have research interests in subjects that will contribute to diversity and equal opportunity in higher education; for example,
 - research that addresses issues such as race, gender, diversity and inclusion;
 - research that addresses health disparities, educational access and achievement, political engagement, economic justice, social mobility, civil and human rights;
 - research that addresses questions of interest to communities historically excluded by or underserved by higher education;
 - artistic expression and cultural production that reflects culturally diverse communities or voices not well represented in the arts and humanities;

Guidelines for Documenting Diversity Activities

I. Suggestions on how to document and describe your diversity contributions:

If you serve on committees whose focus is to improve campus climate for URM and other minority populations:

- Describe the committee's objectives, your role on the committee, and the outcomes of the committee's efforts, highlighting your contributions as appropriate.

If you mentor URM students and or postdoctoral fellows, describe the specific objectives of these mentoring activities and how your efforts demonstrate a personal and/or institutional commitment to diversity. Beyond simply listing the names, ethnicities and genders of those students and postdoctoral fellows:

- Track their success and progress after they have left your lab.
- List their employment, matriculation into graduate/postgraduate education and faculty appointments.
- Include letters from students (with their approval) documenting their perception of your role in their success
- Describe any significant successes of former mentee's and how your mentorship contributed to their success.

If you contribute to recruitment activities, such as attending undergraduate research conferences (e.g. SACNAS):

- Describe how your contribution is aligned with the Divisional goal of increasing the application of URM students
- Describe your specific contributions, i.e., include specifics such as that you judged posters and or talked to X number of students at the conference and or that you stayed in contact with Y number of students.

II. Sample activities that demonstrate advocacy and support of diversity

A. Within the Division of Biological Sciences and across the UC San Diego Campus

- 1) Mentoring undergraduate and graduate students and postdoctoral fellows from under-represented minority (URM) groups or other under-served groups.
- 2) Serving as a mentor/educator for undergraduate summer research fellows and participating in any affiliated summer workshops that serve URM students. The following website lists UC San Diego's summer research opportunities for undergraduates: http://sea.ucsd.edu/summer_research/ . Of specific interests are the following:
 - i. The UCSD MSTP Summer Undergraduate Research Fellowship (SURF): <http://mstp.ucsd.edu/Pages/default.aspx>
 - ii. Amgen Scholars: <http://aep.ucsd.edu/?action=programs>
 - iii. UC LEADS: <http://aep.ucsd.edu/?action=programs>
 - iv. STARS: <http://ogs.ucsd.edu/student-affairs/summer-research/stars/>

For more information about these programs and possibilities for involvement please contact Mary Alice Kiisel (mkiisel@ucsd.edu) for the SURF program; Veronica Henson-Phillips (vhensonphillips@ucsd.edu) for the STARS program, or David Artis (dartis@ucsd.edu) for the AMGEN STARS program.

- 3) Participating in recruitment/workshop events for transfer students. There are historically higher numbers of URM students among this group.

- i. Division of Biological Sciences Transfer Student Program (ToPS):
<http://biology.ucsd.edu/undergrad/pages/tops.html>
 - ii. Summer Bridge: <http://oasis.ucsd.edu/> Academic Transition:
http://oasis.ucsd.edu/otp/atp_brochure.asp
 - iii. Summer Transitional Enrichment Program (STEP):
http://oasis.ucsd.edu/otp/sssp_brochure.asp
 - iv. CC2U: <http://www.eventbrite.com/org/605389267>
 - v. Example Programs through Office of Academic Support and Instructional Services (OASIS): <http://oasis.ucsd.edu/>
- 4) Participating in other ongoing UCSD programs serving URM groups or communities; for opportunities see <http://eaop.ucsd.edu/>
Examples:
- i. Organizing a workshop for the UCSD AWIS chapter
<http://www.awis.affiniscape.com/displaycommon.cfm?an=1&subarticlenbr=272>
 - ii. Serving as an advisor to the UC President's Postdoctoral Fellowship Program
<http://www.ucop.edu/acadpersonnel/ppfp/>
 - iii. Speaker at the Annual UC Women's Conference
 - iv. Giving a research or career talk to students at Campus Community Organizations such as Black Student Union, the LGBT Center, etc.
- 5) Participating in organizations or conferences that specifically target URM groups. These activities are related to increasing the number of URM applicants for our graduate programs. The following are examples of undergraduate research conferences and organizations with an emphasis in underrepresented/underprivileged participation:
- i. Society for the Advancement of Chicanos and Native Americans in Science (SACNAS):
<http://sacnas.org/>
 - ii. Annual Biomedical Research Conference for Minority Students (ABRCMS):
<http://www.abrcms.org/>
 - iii. McNair Scholars: <http://aep.ucsd.edu/mcnair.htm>
 - iv. Historically Black Colleges and Universities Undergraduate Program:
<http://ehrweb.aaas.org/HBCU/index.php>
 - v. American Indian Science and Engineering (AISES): www.aises.org
 - vi. California Forum for Diversity in Graduate Education:
<http://www.ucop.edu/acadadv/forum-for-diversity/recruiters/>
 - vii. UC-LEADS Symposium: <http://www.ucop.edu/ucleads/symposium.htm>
 - viii. Activities associated with UCSD's Office of Graduate Studies (OGS) Diversity Initiatives and Diversity Outreach Collaboration: <http://ogs.ucsd.edu/student-affairs/graduate-diversity/diversity-initiatives/>

Note: The Division actively participates in SACNAS, ABRCMS and in the CA Forum for Diversity events. If you are interested in contributing to these activities, please contact Andy Lukosus (alukosus@ucsd.edu) in the Biological Sciences Graduate Instructional and Student Services Office.

- 6) Serving on committees (UCSD or UC-wide) whose focus is to improve campus climate for URM and other minority populations. Some examples are listed below:
- Division of Biological Sciences Diversity Committee
 - UCSD Diversity Council: <http://blink.ucsd.edu/sponsor/diversity-council/index.html>
 - Undergraduate Recruitment, Admissions and Yield Committee (U-RAY): Chaired by Sandra Daley (Associate Chancellor for Diversity):
 - Graduate Recruitment, Admissions, and Yield Committee (G-RAY): Chaired by April Bjornsen, Assistant Dean, OGS
 - Chancellor's Advisory Committee on the Status of Women <http://statusofwomen.ucsd.edu/>
 - UC President's Postdoctoral Fellowship Program, Advisory Council

- 7) Teaching a course that satisfies the Academic Senate approved Diversity Equity and Inclusion Graduation Requirement (approved 2011 for incoming freshmen):
<http://www.ucsd.edu/catalog/front/AcadRegu.html>.
- 8) Writing a scholarly article about an activity that specifically addresses an issue or problem encountered by individuals or institutions that serve a disproportionate number of URM students. *Example:* Published article(s) in peer-reviewed or non-peer reviewed journals describing best practices and effective strategies for teaching in a diverse classroom. (For example, AAAS June 11-12, 2011; Poster Presentation: Development and Implementation of a Workshop on Inclusive Teaching for Undergraduate and Graduate Teaching Assistants by Postdoctoral Scholars; Clement, S. et al.)

B. Within the Local Community and at Other Institutions across the Country

Below are a few examples of how you can contribute to diversity efforts within the broader community:

1. Serving as chaperone/mentor at a Better Education for Women in Science and Engineering event
2. Presenting a talk or hosting an activity at a Family/Community Science Night activity at a K-12 school that serves a disproportionate number of URM or economically disadvantaged students (e.g., an urban or rural school)
3. Presenting a talk or hosting an activity at an organization that serves a disproportionate number of URM or economically disadvantaged students (e.g., MANA de San Diego, <http://manasd.org/>; Elementary Institute of Science, <http://www.eisca.org/>)
4. Teaching/mentoring activities at educational institutions that serve a disproportionate number of URM students or students with limited educational opportunities (e.g., rural/urban socio-economically disadvantaged communities), such as the UC San Diego Preuss School. Examples of activities are:
 - a. Recruitment activities for community colleges & high schools
 - b. Talks at middle & high schools with large populations of URM students
 - c. Mentoring and or judging at a local or state science fair
 - d. Becoming an advisor for a UCSD/NSF Socrates Scholar who teaches at a local high school
5. Contributing to public service activities, committees, boards that serve or benefit a disproportionate number of URM students (e.g., serve on an Urban League board or committee, election to a rural/urban K-12 school board, etc.)

Shelley Halpain, Ph.D.
Faculty Equity Advisor, Biological Sciences

Tracy Johnson, Ph.D.
Co-Chair, Diversity Committee, Biological Sciences

Gabriele Wienhausen, Ph.D.
Co-Chair, Diversity Committee, Biological Sciences

Key Components to Improve/Address Diversity at UC Merced

- UC Merced applied for and was designated HSI status by DOE in April 2010, becoming only the 2nd HSI in the UC system
- UC Merced has maintained and expanded their URM-targeted training programs/grants (primarily for undergraduate students) including CAMP, NSF AGEF, and USDA HSI Education Training grant
- UC Merced's MARC (Minority Access to Research Careers) (PD: Ortiz) application received a fundable priority score (24) and is now waiting resolution of the federal budget to learn if it will be awarded; this award will recognize UC Merced as a MARC campus
- UC Merced was awarded an NIH ARRA grant in 2009 to establish an NIH Center of Excellence in Health Disparities, which included graduate and undergraduate training programs targeted at URM
- UC Merced is expanding its Faculty Welfare committee to including a campus Affirmative Action and Diversity component and will now be recognized as UCM FWAAD committee
- UC Merced requires a statement of the measures taken on faculty searches to insure that the search adequately addressed diversity of advertising, candidate pool and short-list consideration (searches have been cancelled or instructed to begin again because of poor diversity pools etc.)
- Funds have been requested internally to support a full-time HSI coordinator to facilitate the application of more HIS grants

Committee on Academic Personnel**Academic Senate
Santa Barbara Division**

April 6, 2012

TO: JOHN TALBOTT, ASSOCIATE VICE CHANCELLOR
FOR ACADEMIC PERSONNEL

FROM: CARL GUTIERREZ-JONES, CHAIR
COMMITTEE ON ACADEMIC PERSONNEL

RE: PROPOSAL TO INSTITUTE OPTIONAL DIVERSITY SELF-EVALUATION

In July of 2005, UC implemented significant changes in its policies regarding appointment and promotion in order to bring greater attention to issues of diversity and equity. These changes were codified in APM 210, which was revised to highlight how accomplishments related to diversity and equity might be properly recognized as UC's academic personnel system evaluates candidates based on the four standard areas of review

In CAP's experience, this new policy has played a highly beneficial role by bringing appropriate attention to a wide range of faculty activities that address one of the central goals of the institution. However, CAP has also found the implementation of the new policy to be distinctly uneven. Specifically, there continues to be wide-spread confusion about the policy among departments and faculty members. This confusion is evident in the inconsistent and highly varied recording of relevant faculty activities (on the bio-bibs, especially), and in the inconsistent analysis and crediting of the work by departments as they undertake personnel actions.

CAP argues that these problems cannot be properly addressed without changing how APM 210 diversity-related work is recorded. While more general education regarding the policy would certainly be helpful, especially at the departmental level, the issues with the recording of the relevant work constitute a root problem in CAP's experience. Having surveyed the other UC campuses, CAP notes that several have adjusted their bio-bibs to accommodate the 2005 modification of APM 210. The campuses that have pursued modifications have followed one of three paths: 1) creating a bio-bib section distinct from the four standard review areas in which faculty might record APM-210 diversity-related work; 2) incorporating a separate diversity-oriented section into each of the portions of the bio-bib devoted to the four existing review areas; and 3) using the bio-bib to invite the submission of a separate, optional "diversity self-assessment" that is similar to the research and teaching self-assessments.

CAP favors the latter self-assessment option for several reasons. When items related to APM 210 diversity work appear in standard form on a bio-bib, it can be difficult for reviewing agencies to assess the nature and significance of the work, or the extent of the faculty member's participation, unless additional context is supplied by the department. CAP's experience has been that such context is provided by the departments inconsistently. In CAP's view, the self-assessment format would provide reviewing agencies a better opportunity to assess the nature, context and significance of such activities. In addition, the fully optional nature of the self-assessment would help avoid confusion among faculty members regarding the goal of this new recording (some of

the campuses that have added sections to their bio-bibs -- options 1 and 2 described above -- have encountered concerns by faculty who think that the lack of diversity-related work will be taken as a deficiency in their record). In sum, the self-assessment option presents a more rigorous and straight forward means of representing diversity-related activities, and would thus enhance the evaluation of the same.

If UCSB adopts the diversity self-assessment option, the instructions accompanying the Red Binder description of the self-assessment could also clarify some misconceptions regarding APM 210. Specifically, the instructions (and campus-directed educational effort) could clarify that such work would only garner credit toward an acceleration if it went above and beyond the normal expectations of the four standard areas of review. In addition, these efforts regarding the policy could underscore that *all research is equally valued*, and that diversity-oriented research does not, in and of itself, merit special credit.

Although the acknowledgment of diversity-related work has been inconsistent, it has been on the rise as reviewing agencies in all of the divisions and colleges have become more aware of this opportunity for crediting appropriate faculty activities. Given that faculty across the campus have made important contributions to this core goal of our land-grant institution, it would be appropriate for UCSB to develop a more rigorous means of recording and evaluating the relevant accomplishments. CAP also notes that the diversity self-assessment option has been adopted at UC Berkeley, and that the CAP leadership there has found this method successful.

PROPOSED AMENDMENTS TO THE RED BINDER:

1) Red Binder I-75 (Appointment and Advancement):

VIII. DIVERSITY SELF-ASSESSMENT

The UC system-wide policy regarding the appointment and advancement of its faculty (APM 210.1.d) states: "The University of California is committed to excellence and equity in every facet of its mission. Teaching, research, professional and public service contributions that promote diversity and equal opportunity are to be encouraged and given recognition in the evaluation of the candidate's qualifications." There is no presumption that all faculty will engage with this opportunity, nor are diversity statements required. If faculty undertake work relevant to APM 210.1.d, it is very helpful to internal and external reviewers to direct their attention to contributions in research/creative activity, teaching, professional activities and service that promote the University's commitment to serving the needs of our increasingly diverse state. As with the teaching self-assessment, the diversity statement is an opportunity to provide context and evidence of impact or effectiveness towards a fuller understanding of those contributions. Simple enumeration of material evident in the file (e.g., lists of activities or students supervised) does not by itself substantially advance the review process in this area. APM 210.1.d-related accomplishments may be cited by reviewing agencies as evidence in making the case for an acceleration, but only if these accomplishments rise above and beyond the normal expectations for the relevant area of review (e.g. research/creative activities, teaching, professional activities and service). Accuracy of the diversity statement is the responsibility of the faculty member, as is the case with the bio-bibliography information generally. The length of diversity statements will depend on the extent and complexity of contributions; an effort should be made to keep the statements succinct.

2) Related changes to Red Binder I-22, I-31, I-34, I-35, I-36, and I-56.

**Report on UCSD Diversity Issues from the San Diego Chicano/Latino Concilio
Prepared by Dr. Patrick Velasquez (email: pvelasqu@ucsd.edu)**

One of the most important problems in terms of diversity and equity at UCSD is the absolute lack of Chicanos in high administrative positions in which policy is constructed. Among the more than twenty highest-level administrative positions at UCSD, a Chicano fills none. There are no Chicano administrators in the Chancellor's Office or the office of the Vice Chancellor for Equity, Diversity, and Inclusion. There are no Chicanos among the six college provosts or among the six college Deans of Student Affairs.

There is a pattern of excluding Chicanos from committees and task forces that contribute to policy at UCSD. The current strategic planning process led by Chancellor Kosla includes a "Chancellor's Strategic Planning Council" of forty-three individuals (administrators, faculty, staff, and students); not one is Chicano. The current group of over fifty administrators, faculty, and staff established to design and implement critical "Educational Initiatives" at UCSD includes not one Chicano. Once again, Chicanos are not at the table when critical policy decisions are made.

There is a distinct lack of Chicano faculty at UCSD. Approximately three years ago, a UCSD consultant, Daryl Smith (Claremont Graduate University) reviewed UCSD's faculty hiring data over a period of the last seven years. She pointed out that UCSD replaced half of its faculty during that period without increasing diversity, and that many faculty classified as "Hispanic" are in fact international Latin American faculty rather than Chicanos.

Despite the fact that Chicanos/Latinos are now the largest ethnic group in California and that Chicanos/Latinos make up over fifty percent of public school children in California, Chicano/Latino students make up only approximately fifteen percent of UCSD's undergraduate enrollment. In fall 2013, Chicanos and Latinos were the only ethnic groups that suffered a decline in freshman enrollment (an overall decrease of twenty-four percent). Meanwhile, out-of-state freshman enrollment increased ninety-seven percent and international freshman enrollment increased eighty-two percent.

The graduation rate of Chicano students and their GPA at graduation remain significantly lower than those of white students at UCSD. Despite the accreditation review of several years ago that expressed concern regarding this issue, no significant changes in policy, practice, or resource allocations have been implemented.

Within UCSD's six college system, four of the colleges (Muir, Revelle, Roosevelt, and Warren) are named for white individuals and one (Marshall) is named for an African American. None of the colleges is named for a Chicano. UCSD has ignored recommendations from the UCSD Chicano/Latino Concilio to name Sixth College after a Chicana (e.g., Dolores Huerta).

Programs and services that have demonstrated success in contributing to Chicano student success (e.g, the Chicano/Latino Arts & Humanities Minor, the OASIS learning center) have received no additional support and remain under-funded and relatively marginalized.

There is no specific institutional plan to increase diversity and equity at UCSD. Thus, there is no institutional analysis of the problem—in which areas and to what extent diversity and equity are lacking—or identified strategies to construct solutions.

Ethnic Studies at UCSD compiled April 2013 by department chair Yen Espiritu, Ph.D.

Ethnic Studies at UCSD is an interdisciplinary field of study that focuses on fundamental theoretical and political questions regarding the social construction of categories of race, ethnicity, gender, sexuality, class, and nation. The Department's innovative approach represents a commitment to transnational, relational, and intersectional methods for producing critical knowledge about power and inequality, including systems of knowledge that have emerged from racialized and indigenous communities in global contexts. The Department's areas of focus include aesthetics, performance, and cultural production; materialist approaches to labor, value and consumption; science and technology; (settler) colonialism, migration, and movement.

Ethnic Studies is devoted to creative, conceptual, and empirical research; critical pedagogy; and social justice projects developed with and for the university, our home communities, and the broader public. We also are moving towards pre-professional programs with an ethnic studies lens in medicine, law, business and journalism.

Faculty research interests:

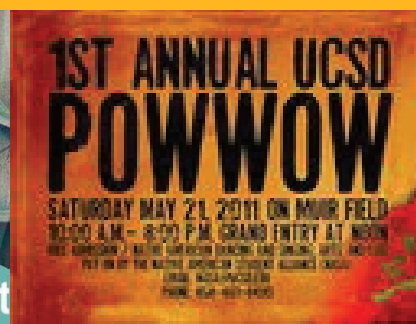
- **Patrick Anderson** -- constitutive role of violence, mortality, and pain in the production and experience of political subjectivity.
- **Kirstie Dorr** – Expert on Spanish-speaking African diaspora. Research is on deployment of Andean and Afroperuvian expressive cultural practices as a means of understanding and indexing the shifting racial politics in Latin America and the Latino/a United States.
- **Fatima El-Tayeb** – European migrant and minority cultures; African diaspora studies; queer studies
- **Yen Le Espiritu** –An immigration studies expert, she has published widely on Asian American panethnicity, gender and migration, and U.S. colonialism and wars in Asia. Her current research projects explore the lives of children of immigrants from the Philippines and Vietnam, refugee communities in San Diego, public and private commemoration of the Vietnam War, and Vietnamese transnational lives.
- **Dayo Gore**—Social movements and political contestation in the U.S. and transnationally, from turn-of-the century transnational black feminist campaigns and progressive era political thought, to the study of Cold War policies, women's radicalism and African diasporic politics.
- **Ross Frank** – Indigenous studies. Much of his work focuses on comparative modes of cultural change among European and Native American groups during 1750 – 1850. Current book project tells the story of an internationally recognized effort that Professor Frank spearheaded to build a wireless information technology system that connects San Diego Community's 18 tribal communities to each other, to the internet, and that partners with schools, colleges, and other institutions in the region.
- **Curtis Marez**—Research and teaching in digital cultural studies is significantly focused on the digital divide and issues of access effecting under represented minorities. Has written about such issues and produced interactive, computer based projects that engage readers and users in critical thinking about digital technology and diversity, including a multimedia project called "Cesar Chavez's Video Collection," and an online video lecture about access and the UC system. In his teaching he

strives to help students not only to become critical users of digital media but also producers who can use it in critical thinking projects.

- **Adria L. Imada**—Her first book, *Aloha America: Hula Circuits through the U.S. Empire* (Duke UP, 2012), analyzes the relationship between U.S. imperial expansion and Hawaiian hula performance. She is currently researching two book-length projects: 1) a collection of essays on racialized popular culture and settler colonial nostalgia, and 2) a monograph on the colonial visibility of leprosy (Hansen's disease) and public health in Hawai'i and the Philippines from the late-nineteenth century to the present.
- **Sara Kaplan**--Literatures and cultures of the African Diaspora; feminist and queer theory; comparative ethnic studies; critical race feminism; theories of performance and performativity. Her current book project directs theoretical attention to the enslaved Black reproductive subject, articulating a critical Black feminist reconfiguration of the meanings of slavery and freedom.
- **Roshanak Kheshti**—Her research centers around the consumption of culture through sound and film, with a focus on world music, race and gender, in addition to queer theory and sexuality in Iran.
- **Gabriel Mendes**--African American Intellectual and Cultural History; Black Radical Thought and Politics; Racism and Public Health. Current project is an interdisciplinary study of the Lafargue Mental Hygiene Clinic, the first outpatient psychiatric clinic in the community of Harlem, NY (1946-58). This work will be the basis for a broader study of African American encounters with the human sciences in the post-World War Two United States.
- **Shelley Streeby**--19th and 20th Century US Literature and Culture; Chicana/o and Latina/o Studies; Comparative Colonialisms, War, and Cultural Memory. Recently completed a book on US culture and radical transnational movements from 1886, the year of the Haymarket riot in Chicago, through 1927, the year that Marcus Garvey was deported.
- **Daphne Taylor-Garcia**--16th & 17th century texts and historiographic approaches to the rise of modernity and visual culture, particularly with regard to the gendered politics of travel narratives in the colonial period, racialized and sexualized ideologies of African and Indigenous bodies in colonial texts, as well as indigenous responses to colonists' views; contemporary Chicana studies; feminisms; and indigenous studies.
- **Kalindi Vora**—Her work focuses on the role of postcolonial legacies in shaping contemporary labor markets and the formation of international economic and social relations between India and the US and Europe. Her research and teaching asserts the importance of bringing an Ethnic Studies perspective of the role of power in maintaining social inequality to empirical practices of observation, and in her classes she argue sthat attention to historical and social inequality makes science better, and vice-versa.
- **Wayne Yang** – His work transgresses the line between scholarship and community, as evidenced by his involvement in urban education and community organizing. His research focuses on the role of youth popular culture and pedagogy in the emergence of social movements.

STUDENT LIFE

2012-13 CAMPUS CLIMATE INITIATIVES



STUDENT LIFE

2012-13 CAMPUS CLIMATE INITIATIVES

Departments affiliated with Student Life include the student governments, Center for Student Involvement, Student Legal Services, University Centers, and University Events Office. This document provides an overview of the campus climate initiatives undertaken by these departments. Efforts to improve the campus climate are most effective when performed as a community. In most cases, these initiatives were developed in partnership with student organizations, student governments, and campus departments including the campus community centers.

The campus climate initiatives are informed by the Diverse Learning Environment model developed by Sylvia Hurtado and colleagues at the UCLA Higher Education Research Institute. Dr. Hurtado and her colleagues developed a survey based on the DLE model. The survey measures students' perceptions of campus climate and campus practices as experienced with faculty, staff and peers. The survey includes conceptual components that serve as a framework to guide the efforts of Student Life departments in improving the campus climate for students. These components include:

- **Structural Diversity**

Efforts to support college attendance by historically underrepresented students.

- **Discrimination and Harassment**

Efforts to prevent experiences of harassment and discrimination such as incidents, threats and assaults; and efforts to prevent experiences of microaggressions such as insensitive or disparaging remarks, offensive visual images, and exclusionary treatment.

- **Cross-Racial Interactions**

Efforts to increase positive cross-racial interactions such as attending events sponsored by other racial ethnic groups and efforts to reduce negative cross racial interactions such as tense, somewhat hostile interactions and feeling threatened and insulted because of one's race/ethnicity.

- **Satisfaction with Diverse Perspectives on Campus**

Efforts to bolster campus-wide respect for the expression of diverse beliefs and experiences and respect for political and religious differences.

- **Institutional Commitment to Diversity**

Efforts to bolster students' perceptions of institutional commitment to diversity and efforts to recognize staff for their diversity efforts and speaking to students about the value of diversity.

- **Student Financial Difficulty**

Efforts to reducing students' feelings of concerns about the ability to finance their college education.

- **General Interpersonal Validation**

Staff members take an interest in students' development, affirm students' presence at the university, empower students, encourage students to get involved in campus activities, and recognize students' achievements.

- **Sense of Belonging**

Creating a climate where students see themselves as part of the campus community, feel like a member of the campus, and feel a sense of belonging.

- **Co-curricular Diversity Activities**

Sponsoring presentations, performances, lectures, art exhibits, and other programs on diversity. Facilitating dialogues among student communities. Organizing LGBT, ethnic/cultural, women's, and men's activities

ASSOCIATED STUDENTS

The Associated Students (AS) is the undergraduate student government at UC San Diego. In AS, students serve in a number of elected positions and appointed positions with AS services and enterprises ranging from the AS Concerts and Events to the Student Sustainability Collective. Campus climates initiatives recently undertaken by AS programs and services include the following:

We are Individuals, Not Stereotypes Poster Campaign

This campaign challenges a broad range of stereotypes perceived by students (<http://as.ucsd.edu/individuals>). Currently, the posters are exhibited in the Price Center. The exhibit will be moved to different locations on campus during the academic year. At each new location, programs are held for students to share their experience with being stereotyped and to discuss the negative impact of stereotypes.

Just Ask Campaign

Hosted by the A.S. Women's Commission, the Just Ask campaign is a sexual consent campaign. The goal of the campaign is to encourage and normalize dialogue prior to intimate encounters.

Women's Awareness Week

Hosted by the A.S. Women's Commission, Women's Awareness Week is dedicated to women's rights and advocating against gender-based stereotypes and discrimination.

Take Back the Night

Hosted by the A.S. Women's Commission, Take Back the Night builds awareness and advocates against sexual assault and gender-based violence. As part of Sexual Assault Awareness Month, Take Back the Night at UCSD provides an opportunity for victims to break the silence and share their thoughts on the overlooked issue of sexual violence.

Promotion of the Campus Climate Survey

The A.S. Office of the President and Office of Diversity worked in conjunction with the Campus Climate to Committee to educate students about their opportunity to participate in the Campus Climate Survey.

Day of Silence

Hosted by the A.S. Alliance Commission, The Day of Silence is the largest nationally student-led action towards creating safer schools for all regardless of sexual orientation, gender identity or gender expression. The event builds awareness and advocates against the discrimination, harassment, and abuse (the silencing) faced by lesbian, gay, bisexual, transgender, queer, questioning, intersex (LGBTQI) people and their allies.

A.I.R. Program

The American Indian Recruitment (AIR) program is an after-school program for American Indian high school students offered in partnership with the University of San Diego, San Diego State University, and UC San Diego. In 2009, the AS Office of Local Affairs established the Native American Affairs Director (now known as the Tribal Government Affairs Director) who works with the AIR Program. Additionally, the SPACES Four Directions Native American Community Coordinator collaborates with the Director to coordinate the AIR Program by planning AIR Meetings, recruiting mentors, and meeting with the AIR Program executive director. The AIR meetings, in coordination with the AIR Program director, are student-initiated and student-run.

Students of Color Conference

This system-wide conference is sponsored by the UC Student Association (UCSA). Each year, students from each UC campus meet to engage students of color and their allies to discuss issues of structural and cultural inequalities and plan campus-based and statewide actions. The ASUCSD External Affairs office sponsors a delegation of students to attend this conference.

STUDENT PROMOTED CENTER FOR ACCESS AND EDUCATION (SPACES)

funded by the Associated Students Activity Fee

Funded by the Associated Students, SPACES coordinates student-initiated access and retention projects. The two organizational branches of SPACES include:

Academic Success Program (ASP)

ASP is a student-initiated and student-run service that functions to increase the retention rates of University of California, San Diego undergraduates. In particular, ASP strives to serve educationally disadvantaged student populations. ASP is committed to providing free retention program and services that help undergraduates financially, socially, and academically.

Student-Initiated Access Programs and Services (SIAPS)

SIAPS encourages and supports creative student-initiated programs and services that increase access to higher education for historically underrepresented and underserved students. Through affirming identities, developing academic success, and providing resources, SIAPS empowers students to create profound changes in their communities and in the world. SIAPS is committed to supporting all student efforts that match this purpose at the University of California, San Diego.

Campus climate, equity and diversity initiatives of SPACES include:

Academic Success Workshops

Launched in 2011-2012, the workshops support the mission of the SPACES Academic Success Program (ASP), which provides retention programs and services to undergraduates. Intended for students from under-resourced and underrepresented communities, the workshops impart the skills required for academic success and foster self-empowerment.

Alternative Tours

This tour program is designed for high school students from underserved and under resourced backgrounds. It covers the academic, social and cultural dimensions of the undergraduate experience on campus. With the assistance of the group contact, the tour coordinators personalize their tour to fit the unique needs of students within schools and communities from diverse and under-resourced backgrounds.

Audre Lorde Library

Housed in SPACES, this is a growing collection of 175 books on topics such as diversity, social justice and ethnic studies. It includes study guides on many topics. The books are available for check-out by students, staff, faculty, and community members.

Textbook Lending Program

Launched in 2003, this textbook lending program is one of the most popular services of the Academic Success Program. Textbooks are loaned out to students for free on a quarterly basis. Recipients are selected based on financial need and the availability of requested textbooks.

The Collective Voice

Published by SPACES, the Collective Voice is an alternative newspaper promoting social unity, justice and awareness across the many communities of the campus. The paper advocates the interests of students from underrepresented and under-resourced communities and provides a forum for students to air issues and concerns affecting their communities.

College Preparatory Programs

These programs prepare high school students to enter a four-year university. They include college application workshops and visits to campus where high school students shadow UCSD students. Some programs are offered in conjunction with existing afterschool programs.

College Tour

Launched in 2012 the College Tour encourages high school students to pursue a college degree by taking them on a tour of several universities. Spanning two days and one night, the program includes visits to UCI, UCLA, USC, and CSU Northridge. The visits are guided by UC San Diego students who explain the benefits of a university education through workshops on the UC A-G requirements, financial aid, the application personal statement, and other topics.

Community Engagement Workshops

This program provides UC San Diego students the opportunity to engage with high school students in San Diego community. Students' programs include film screenings, visits to local community centers and dialogue spaces.

Graduate Studies Preparation

The goal of this initiative is to provide students with the information and resources needed to further their education and pursue a graduate and/or professional degree. The program includes workshops on pursuing a graduate degree, presentations by current graduate students, and meetings with representatives from graduate school programs.

Graduate School Tour

A new initiative for 2012-2013, the tour will be a two-day, one-night program, introducing UC San Diego students to various graduate school programs. In addition to visiting campuses in the Los Angeles basin, the participants will attend the upcoming California Forum for Diversity in Graduate Education occurring at UC Irvine.

High School Conferences

SPACES advises and assists the SAAC student organizations with offering one-day conferences at UC San Diego to provide high school students from different communities the opportunity to learn more about college and network with UC San Diego students, staff and faculty. The program features keynote speakers and workshops addressing a wide range of topics including: college admissions, career paths and options, and social, political, cultural, and educational issues. Attendees are given the opportunity to interact with current university students and participate in student-facilitated discussions.

High School Partnerships

SPACES formed partnerships with several local high schools, particularly schools located in underserved and under-resourced communities. The schools include Crawford High School, King-Chavez High School, Lincoln High School, Morse High School, and Sweetwater High School. Through these partnerships, UC San Diego students engage high school students in the SPACES access programs, such as tutoring and mentoring, throughout the year.

Mentor-Mentee Program

This program pairs incoming UC San Diego students with currently enrolled students to help them adjust to university life and succeed academically. The programs are coordinated through the core organizations of SPACES, serving as a strategy for addressing the particular needs of students who identify with the mission and values of each organization. In addition to pairing mentors and mentees, each program takes on a unique form of building community among its participants. Some programs create undergraduates network with staff and faculty, while others build networks with graduate students and alumni.

Overnight Program

This year, SPACES will host the tenth annual Overnight Program in collaboration with Admissions and the Vice Chancellor of Student Affairs. This is a student-run yield program for high school seniors admitted to UC San Diego. The three-day program is free and provides as many as 150 attendees with a personalized experience of UC San Diego. The attendees learn about campus resources, attend academic lectures, participate in social activities, eat in the dining halls, sleep in apartments/residential halls, and form friendships with other attendees and UC San Diego students.

Study Jams

Study jams provide students an alternative space to study, form study groups and complete assignments. Some of the study jams are coordinated in collaboration with OASIS, where OASIS tutors are available for tutoring on topics such as Math and Chemistry. Other study jams provide students a low-stress environment where snacks, games, and study materials are available. Altogether, the study jams provide students

with opportunities to be in the presence of peers who encourage and support one another with their studies especially during midterms and finals.

Summer Summit

This overnight access program gives high school students the opportunity to stay on campus during the summer. The program incorporates the features of high school conferences and the OASIS Summer Bridge program. The participants live on campus for four days and three nights and engage in skill building activities for leadership, personal growth, and academic success. In the past, the program has accommodated up to 90 high school students.

Undergraduate and Professional Conferences

Conferences serve as an opportunity for undergraduate students to gain knowledge, develop new skills and network with students and professionals at a regional, state or national level. SPACES has sponsored students to attend conferences such as the Students of Color Conference (SOCC), the MEChA National Conference, and the Western Regional LGBTQIA Conference.

CENTER FOR STUDENT INVOLVEMENT

The Center for Student Involvement encourages and facilitates student involvement in student organizations, university events, and leadership and service opportunities. The Center is committed to providing developmental opportunities for all UCSD students and challenges students to become empowered, motivated and experienced leaders and citizens through a comprehensive co-curricular experience. The Center includes student organization advising and events, Greek life, and leadership, communication, community service, and social innovation programs.

Recent campus climate initiatives undertaken by the Center for Student Involvement include the following:

Increasing Structural Diversity

- Coordinating Triton Community Leadership Institute for Summer 2013 for first generation or students from 4th and 5th quintile schools (TBD)
- EducationCorps' Pre-Service Training includes concepts of structural diversity & poverty.
- Advised 135 student organizations registered in SAAC, Cultural, and spiritual categories and 13 culturally based fraternities and sororities in the Multicultural Greek Council (including latin@, LGBTQ, Armenian, and Asian interest)

Harassment Reduction

- Added training on the Office for the Prevention of Harassment and Discrimination and bias incident reporting to mandatory student organization tutorial and quiz
- Created training for community advisors of registered student organizations that includes information about bias reporting and campus resources.
- Serve on committee to develop training for all incoming students about the prevention of harassment and discrimination.
- EducationCorps offers an online training for its members. The training includes a section on harassment.

Fostering Positive Cross-Racial Interactions

- 2 staff completed both the introductory and advanced conflict resolution and mediation skills training at the National Conflict Resolution Center.
- Staff conducted mediations to address several inter and intra organization conflicts, including the Native American Student Association.
- Alternative Breaks has provides social justice training for all members at their quarterly member retreats and ongoing opportunities for social issues education and reflection through program activities.
- The Community Service Fall Retreat created an opportunity for students diverse backgrounds representing various service-based organizations' to get know other and reflect on their experiences.
- Community Law Project's JusticeCorps Reflection sessions allow students in a similar field of study to reflect on their personal and professional experiences as it relates to their experiences with the diverse populations they serve in the courts (a group outside of their own).
- Community Law Project's Youth Success & Outreach Program on-going service allow students from different fields of study to reflect on their personal and professional experiences as it relates to their service with the diverse populations they serve.
- Developed Principles of Community training for student employees in student affairs.

Increasing Satisfaction With Diverse Perspectives On Campus

- Peer educator training in intergroup dialogue (Winter 2013)
- Facilitate Muslim/Jewish Dialogue with approximately 5 Jewish student leaders and 5 Muslim student leaders every 2 weeks. CSI is currently working with students to identify goals and structure for this year's dialogue.

Strengthening Institutional Commitment To Diversity

- One staff serves as a campus Diversity Education Trainer
- Staff member is a member of Black Staff Association
- Staff member was a member of the UC San Diego Chicano Alumni Council (Staff left in 2012)
- 3 staff members attend the 2012 Building Communities for Social Justice Training (2012)
- Coordinated a departmental “Learn @ Lunch” viewing of a documentary about “Birth of Israel” to better inform staff who work on Israel/Palestine issues.

Reducing Student Financial Difficulty

- Alternative Breaks provides opportunities for students with financial difficulties to participate in co-curricular service trips through need-based scholarships.

Increasing General Interpersonal Validation

- Communication and leadership training, including interpersonal and public speaking seminars
- EducationCorps, advisors meet one on one with tutors to provide guidance for their service and undergraduate experience.
- The principal members of Health Corps, Alternative Breaks, AS Volunteer Connection, and Community Law Project meet with their advisors who provide guidance for their service and undergraduate experience.
- The Community Service Winter Retreat is focused on personal and professional leadership development. Staff members recognize students’ achievements, plan activities that allow students to reflect on their development, and continue to encourage students to get involved on campus in effective and meaningful ways.

Building A Sense Of Belonging

- HealthCorps provides students with a community of peers with similar career and service interests.
- The organization of EducationCorps allows students to build connections with members and leaders that have a shared experience at the school sites.
- Alternative Breaks provides a safe space for students to discuss issues in social justice and work together towards positive change.
- UCSD Cares creates partnerships across different groups on campus to work together to provide meaningful service and philanthropy to address community need.

Offering Co-Curricular Diversity Activities

- Facilitated planning and implementation of 539 SAAC, Cultural and spiritual organization campus events in 2011-12 using both in person and online Triton Activities Planner tool. Facilitated planning of 242 SAAC, Cultural and spiritual events in fall quarter, 2012.
- Serve on Triton Voices planning committee
- One staff member is a member of the Black History Month committee
- Chair Triton Community Fund committee, which administers funds for diverse and cultural events
- Attend and assist NASA students in planning for Powwow
- Planning social justice training for Greek Officers 2013
- Trained new Greek organization members in bystander intervention at Greek 101
- Advise all cultural, SAAC and spiritual organizations
- Work with all student organizations, including cultural, SAAC and spiritual organizations on issues management, group dialogue, conflict resolution, and event planning.
- Hands on advising with Afrikan Black Coalition and the MEChA National Conferences
- Attend all Justice in Palestine & Triton for Israel's Solidarity Week of events and provide hands on advising and manage issues.
- Provide funding for CA Native American Day through Welcome Week committee funds
- Hold regular meetings with CCC staff regarding SAAC orgs
- Held Chinese Union mini focus group - reported findings to the Non Resident Student Experience committee, Student Life Senior Staff, and CSI staff.
- Coordinated and sponsored Museum of Tolerance trip for UCSD students
- Coordinated and sponsored Chinatown tour for UCSD students
- Coordinated and sponsored Chicano Park Day
- Serve as representative on the All Campus Cesar Chavez Committee
- Assist with the coordination of the Cesar Chavez Kick-Off Celebration
- 2 staff regularly attend Campus Climate Meetings
- 3 staff served on the Diversity Workgroup
- Attend SAAC meetings
- Monitor & advise students during high profile events, protests, and rallies
- Consult and communicate with police regarding campus issues
- Offer Lead Seminars on cultural competence and other diversity related topics
- Require a 25 minute online Principals of Community training for student organization principal members (completed by approximately 3,000 principal members). We are currently in the process of re-filming bystander intervention portion of the video using a race related scenario.
- Alternative Breaks scholarship funds from VCSA and Alumni donors to make the program accessible for students who would otherwise be unable to afford to participate.

- The Annual MLK Day of Service allows students the opportunity to participate in a service activity that celebrates the legacy of Dr. Martin Luther King Jr.
- Coordinate UCSD's participation in San Diego MLK Parade downtown, in which approximately 500 UCSD students, staff, and faculty march to honor MLK's legacy
- Student Events Insider email and website publicizes 60-90 diverse events and opportunities for UCSD students each week. The site receives between 7,000 and 10,000 clicks per week.
- February 2012, one staff attended the AB Winter Retreat and participated in diversity awareness discussions/activities
- Three staff served as community advisors on Alternative Breaks trips over Spring Break. These trips have a strong social justice focus.
- Staff designed and implemented a half-day Social Justice Training for the Student Involvement Leadership Consultants. Conducted an evaluation after the training to assess their learning. In January, 2013, staff will conduct 1 on 1's with each SILC to assess their development from Fall Quarter as it relates to social justice
- Social Justice training with SILCs at Spring Retreat (April 2013)
- The Interpersonal Relationships Seminar curriculum includes gender and cross-cultural communication training
- The Communication & Leadership Seminar includes identity development and commitment to inclusive values.
- Dialogue & interfaith engagement, including Peer Educator training (in re-development)
- The annual Greek Awards honors 1 fraternity and 1 sorority with a "Commitment to Culture" award
- Advise Greek organizations on topics such as creating culturally/gender/sexuality sensitive event themes.
- Advise 13 culturally based Greek organizations and 2 Jewish based traditional Greek organizations.
- EXCEL Greek leadership conference 2012 featured a keynote speaker on "Real Diversity." The conference was attended by approximately 500 students
- Greek Leaders Retreat 2012 featured a "debunking stereotypes" workshop related to gender and cultural stereotypes.

STUDENT LEGAL SERVICES

Student Legal Services provides counseling on legal topics (as well as education and referrals) for registered UCSD students and student clubs and organizations. Recent campus climate and diversity initiatives undertaken by Student Legal Services include:

Increasing Structural Diversity

Participate in the Early Calling Campaign to admitted underrepresented students (with Admissions). Serve as facilitator for Equity Minded Education (EME) for all-campus RA training. As EME facilitator, discuss issues of diversity and inclusion

Reducing Harrassment

Legal Counseling: Assist individual students facing issues of harassment and discrimination.

DTL/Legal Education: Provide workshops on topics related to harassment/discrimination, such as sex offenses and stalking, employee rights and job interviews, criminal law, etc.

Reducing Microaggressions

Legal Counseling: Assist individual students who have experienced microaggressions.

Other: As EME facilitator, address issues of microaggression with RAs.

Facilitating Positive And Reducing Negative Cross-Racial Interactions

Legal Counseling: Assist individual students who have experienced negative cross-racial interaction.

Other: As EME facilitator, address issues of positive and negative cross-racial interaction with RAs.

Increase Satisfaction With Diverse Perspectives On Campus

DTL/Legal Education: Provide workshops related to freedom of speech.

Other: Conduct workshop at all-campus RA training related to freedom of speech.

Strengthening Institution Commitment To Diversity

Other: Participate in the Early Calling Campaign to admitted underrepresented students (with Admissions). Serve as facilitator for Equity Minded Education (EME) for all-campus RA training. As EME facilitator, discuss issues of diversity and inclusion.

Reducing Student Financial Diffilculty

Legal Counseling: Assist individual students facing issues of debt, bankruptcy, and other financial issues.

DTL/Legal Education: Provide workshops on topics related to financial literacy, debt, etc.

Increasing Interpersonal Validation Of Students

Legal Counseling: As part of assisting individual students with legal issues, empower students to remove obstacles to academic success.

DTL/Legal Education: Provide workshops to students regarding career and personal development etc.

Other: Serve as mentor and advisor to AS Student Advocacy, Community Law Project, Mock Trial, Phi Alpha Delta Legal Fraternity, Pre-Law Society.

Fostering A Sense Of Belonging

Other: Participate in the Early Calling Campaign to admitted underrepresented students (with Admissions). Serve as facilitator for Equity Minded Education (EME) for all-campus RA training. As EME facilitator, discuss issues of diversity and inclusion.

Offering Co-Curricular Diversity Activities

DTL/Legal Education: Provide workshops related to freedom of speech.

Other: Participate in the Early Calling Campaign to admitted underrepresented students (with Admissions). Serve as facilitator for Equity Minded Education (EME) for all-campus RA training. As EME facilitator, discuss issues of diversity and inclusion.

UNIVERSITY CENTERS

As the community center of the campus, the mission of the University Centers, including the Price Center and Student Center, is to provide a welcoming environment to all students, meet the daily needs of the campus, enrich students' experience of campus life, encourage the campus community to gather, interact, exchange ideas and opinions, and strengthen students' connection and affiliation with UC San Diego.

The University Centers is a student-centered facility. Through its advisory board, it seeks student input in determining its policies, facilities, and services. Through student employment it provides students leadership experience. Recent campus climate, equity and diversity initiatives undertaken by the University Centers include:

Fostering A Sense Of Belonging

Reduced Conference Rates for National/System-Wide Student Org Diversity Conferences

University Centers reduced the conference rental rates for the Afrikan Coalition Conference and the MEChA National Conference.

Gender-neutral / Culturally Aware Graphic Design

University Centers is committed to creating gender-neutral, culturally aware promotional pieces. Supervisors engage in discussions with student teams about the appropriateness of language and visual elements of marketing materials, and seek feedback from community centers such as the Cross-Cultural Center.

Authentic Mexican Food Restaurant

An authentic Mexican taco-shop will be opened in the Student Center, providing a space and foods familiar to Chicana/o and Latina/o students.

Allocation of Space and Development of Identity Resource Centers

Allocated space at the Student Center for the Black Resource Center, and coordinated the renovation and furnishing of the space. Coordinated the conversion of space at the Student Services Center to the Raza Resource Centro, and managed the procurement of equipment and supplies for the Center. Serve as the University liaison to the Center. Allocated space at the Price Center for the Intertribal Resource Center. Coordinated the renovation and furnishing of the space and procurement of equipment and supplies.

Contemplation Lounge Improvements

The Contemplation Lounge is a space where students from all backgrounds can relax, meditate, and contemplate. University Centers and Student Life have made improvements to the space including adding soft carpeting, shelving, and sound deadening walls.

Black Student Union Mural Project

Space in Price Center East and partial funding is being provided to the Black Student Union for a professional mural installation.

Art Installations

Diverse art installations have been scheduled for exhibits in Price Center, including a *Beyond the Checkbox* installation at The Loft; *Individual Not a Stereotype* installation at Espresso Roma; *Chinese Scrolls* installation at The Loft; and Yellow Mambo Day at The Loft. The student art curator seeks to show diverse student artworks throughout the year.

Discounted Conference Rates for National or Statewide Student Organization Conferences

The University Centers reduces its conference rental rates for national and statewide conferences. This included this year's Afrikan Black Coalition Conference and the MEChA National Conference.

Staff Training

Student employees are required to complete the Student Affairs Student Employee Training Program (SETP), which includes a diversity module. Additionally, staff participate in trainings such as the conflict resolution training given by National Conflict Resolution Center, to improve their skills in handling conflicts and discussions.

Supporting Co-Curricular Diversity

Sugar Skull Painting for Dia de los Muertos

In partnership with MEChA, to celebrate Dia de los Muertos (The Day of the Dead), University Centers hosted a sugar skull painting workshop and lecture at The Loft.

Cultural Dance Nights

The Loft partners with various student organizations to host diverse dances such as the recent Argentine Tango Night, which included dance lessons to live DJ sets.

American Heritage Jazz Series

This series explores the roots of African-American culture and heritage through music. Recent artists included Joshua White and Spiral with a Tribute to John Coltrane, and the Kamau Kenyatta Trio, a popular, African-American music professor at UCSD who explores the rich heritage of African-American jazz.

Latin Music Series

University Centers brings a taste of the Latin culture to the UCSD campus through a series of musical performances by artists such as Kini Kini and In Motion Collective at The Loft.

Global Sounds

University Centers hosts a wide range of global talent at The Loft, encouraging students to explore a variety of cultures and traditions. Recent performances include:

Changuito is credited with inventing many of the rhythms of the "Songo" style (the direct predecessor of Timba) as well as many other innovations in Afro-Cuban music and beyond.

Carrying on the Danish tradition of spotlighting the bass as the lead instrument, Chris Minh Doky's Nomads distinct styling of each note reflects his roots in American East Coast grooves, seasoned with the lyrical traditions of Scandinavia.

Asian internet pop-stars David Choi and Clara C perform alongside such artists as FM, David Choi and Wongfu Productions.

Afro Jazziacs brought together Afro-Cuban, Latin jazz and funk for a night of college-based music.

Toubab Krewe creates a sound that mixes rock, African traditions, jam sensibilities, international folk strains and more.

UNIVERSITY EVENTS OFFICE

As an integral part of a premier public research university, the University Events Office (UEO) at UCSD enriches student life by creating vibrant, imaginative, and challenging experiences through partnerships in performing arts, concerts, film, and special events that encourage the diversity of community at the University and in San Diego. Recent campus climate and diversity initiatives undertaken by UEO include:

ArtPower! K-12 Student Matinee Program

The power of the arts and the power of higher education join together as part of ArtPower!'s K–12 Student Matinee program in film and performance. These fifty to ninety-minute presentations are specifically designed for students to explore a diversity of arts disciplines and interact with professional artists and filmmakers from around the world. Study guides for teachers and students enrich the experience of attending a performance or film screening. These guides encourage participation, observation, reflection, and learning in the arts and are provided free of charge to all classrooms registered for the Student Matinee programs.

ArtPower! transcenDANCE Partnership

transcenDANCE Youth Arts Project empowers culturally diverse, City Heights neighborhood youth to mobilize social change through performance arts-based community building. Throughout the season, transcenDANCE members will engage in a variety of interdisciplinary arts experiences with visiting ArtPower! performers, UCSD faculty, staff, and students.

ArtPower! SoundLab Series

The SoundLab series enters its inaugural year with a series of dynamic hands-on workshops and demonstrations with musicians and performers from around the globe. These one-of-a-kind “lab” engagements will provide UCSD students with the opportunity to engage and experiment with new ways of music making, music listening, and music sharing!

ArtPower! Puente 9th Grade Student Leadership Conference Workshop

The Puente Project is a national-award winning academic program that for over 30 years has improved the college-going rate of tens and thousands of California’s educationally underrepresented students. Begun in 1981, Puente serves 33 high schools and 57 community colleges. The mission of the Puente Project is to increase the number of educationally disadvantaged students who enroll in four-year colleges and universities, earn college degrees, and return to the community as mentors and leaders of future generations.

The purpose of the 9th Grade Student Leadership Conference is to bring together all Puente 9th Graders to network with each other, understand the importance of exposure to university life, starting college preparation early and engage with community leaders. The conference includes keynote addresses, workshops, panels, and other activities. In addition, the conference incorporates workshops and sessions regarding college information and parent leadership for Puente parents in attendance.

ArtPower! Imagine Out Loud Student Arts Campaign

In a highly creative and educational space such as UC San Diego, there is an undeniable demand for personal expression. “Imagine Out Loud” is a media driven project that will showcase student artistic abilities through a series of documentary shorts produced by ArtPower!’s student assistant team and launched via various social networking sites and other forms of online communication. Our main objective is to facilitate an accessible platform for students to express their talents and interest in the arts and build creative connections with other students and the San Diego community.

ArtPower! Film Practicum with Sixth College and High Tech High

ArtPower! Film brings back the Film Residency Program at High Tech High Media Arts (HTHMA). Through screenings, panel discussions, and conversations with directors, the Film Residency Program will provide advanced film and media students at HTHMA with an opportunity to become active participants in the creative process.

ArtPower! Film Arab Spring Diptych Series

This series of two works explores film as a political tool and mirror of Arab society, revealing how a new generation of filmmakers continues to play a decisive role in the process of change.

AS Concerts and Events Slice of Democracy Live Debate and Screening

The Associated Students partnered up to put on a live screening of the third and final debate between Presidential Candidates Barack Obama and Mitt Romney, with a special talk by Professor Kousser.

HIGHLIGHTS OF UC SAN DIEGO DIVERSITY EFFORTS, 2010-13

Compiled by Jeanne Ferrante, UC San Diego AVC for Faculty Equity

FACULTY EFFORTS

Recruiting

In 2010 a number of enhancements to the recruitment process were introduced with the dual goals of further increasing the identification and attraction of a diverse pool of applicants, and appointing faculty who are not only well qualified and excellent, but who are deeply committed to helping UC San Diego advance diversity, equity and inclusion.

Ad Text

Department ads have been expanded to advertise UC San Diego's strong institutional commitment to the achievement of diversity among its faculty and our goal to hire faculty committed to advancing diversity, equity and inclusion.

Faculty Applicant "Contributions to Diversity"

Applicants are asked to discuss their personal commitment to diversity, equity and inclusion (via a separate "Contributions to Diversity Statement") by describing current or potential plans for ways that will advance diversity, equity, and inclusion in alignment with UC SAN DIEGO's mission. This both underscores UC San Diego's commitment to diversity as well as encourages the application and hiring of faculty who will help us in advancing this commitment. Examples of the types of activities and experience we look for and evaluate include:

- Ability/experience to engage with communities that are underrepresented in their field for the purpose of increasing the diversity in their field and at UC San Diego;
- Ability/experience to bring expertise in fields that are of interest to a diverse student body;
- Ability/experience to mentor underrepresented groups from a variety of racial/ethnic backgrounds.

In 2010/11 we dedicated 12 general campus FTE for the purpose of identifying faculty who are deeply committed to contributing to diversity, and contributions to diversity were used as a primary criterion in their selection. In 2011/12, all general campus departments were asked to make contributions to diversity a factor in selection. Over this time period, we have hired a number of extraordinary faculty who are already making a difference in advancing diversity. I cite here the efforts of only a few:

- Carlos Coimbra, Associate Professor in Mechanical Engineering, is the Faculty Director for the IDEA Student Center. The IDEA Student Center has as a primary focus to improve the success, retention, and graduation of historically underrepresented and economically or socially disadvantaged students.
- Sally Sadoff, Assistant Professor in the Rady School of Management is partnering with the Preuss School on research to close educational achievement gaps among low-income and minority K-12 students.
- Rommie Amaro, Assistant Professor in Chemistry and Biochemistry launched a new research-oriented diversity and outreach initiative in her lab to recruit and retain women in chemistry and the physical sciences.
- Mica Pollock, Professor, Education Studies, is the Director of the Center for Research on Educational Equity, Assessment and Teaching Excellence, which focuses on increasing the K-20 pipeline for students from groups who are underrepresented at the university.

In this **two-year period 2010-12**, we have also made some progress on long-term faculty affirmative action goals in some underrepresented groups. On general campus, we hired:

- **8 African American faculty, compared to 3 during the previous 5 years 2005-10;** and
- **12 Hispanic faculty, compared to 7 in the previous two years 2008-10.**

Although we did not make progress towards all affirmative action goals (for example, we have not hired a Native American since 2006), the progress we did make is some indication that we are on a positive vector for change.

In 2012-13, 30% of the authorized searches will require meaningful and strong contributions to diversity for selection. The number of **division-wide searches** per year open to applicants in any department in their division has increased from 1 in 2010-11, to 3 in 2012-13. Divisional searches allow for a broad and more diverse pool of applicants.

We have put in place a number of efforts to support our use of contributions to diversity in faculty hiring:

- **Frequently Asked Questions for faculty applicants on Contributions to Diversity** (See <http://diversitycontributions.ucsd.edu>). Many faculty applicants need further information in order to submit a reasonable statement. This web page provides an explanation of why we ask for such statements, what definition of diversity we use, some examples of contributions to diversity, guidelines for writing

statements, even if they don't have past activities, and a statement of how such contributions are used in the academic review process.

- **Search Committee Orientations** for general campus and SIO in Fall 2012 focused on building a common understanding and working towards objective metrics for evaluation of contributions to diversity in faculty hiring. These orientation sessions presented case studies of contributions to diversity statements that we developed specifically for discussion and common evaluation.

Rewards

In 2005, UC revised the Academic Personnel Manual to explicitly recognize and reward diversity-related activities in faculty appointment and promotion. Contributions to diversity are now a part of our academic review process. To make it easier for faculty who would like to contribute, Academic Affairs developed a searchable **Diversity Opportunity Data Base** for both current and potential faculty. (See <http://diversityopportunities.ucsd.edu>). The web page also highlights some of our faculty who are making significant contributions, and will continue to be augmented and improved. We have also developed a brochure highlighting the reasons for and importance of faculty contributions to diversity, which will be printed and available shortly.

Equitable Practice and Inclusive Climate

Since Fall 2010, UC San Diego has held annual **Search Committee Orientations** for general campus and SIO faculty. The focus topics of these annual two-hour sessions have varied from year to year; all sessions have included the topics of awareness of implicit bias and recommended recruit practices.

In 2008, UC San Diego appointed the first **AVC for Faculty Equity**, and a year later, put in place divisional **Faculty Equity Advisors**. The Faculty Equity Advisors work directly with their department chairs, search committees, and faculty to encourage practices that advance faculty diversity, including recruiting and advancement, and report directly to their deans (see <http://facultyequity.ucsd.edu/advisors.asp>).

UC San Diego participates in three **NSF-PAID Grants** to advance women faculty in STEM (Science, Technology, Engineering and Mathematics). The first collaboration with the 5 southern California UC campuses has ended but has been extended to a 10 campus UC-wide collaboration led by Vice Provost Susan Carlson at UCOP (see <http://www.ucop.edu/ucadvance/index.html>). Both grants involve(d) workshops and roundtables for faculty, department chairs, and academic leadership on topics involving equitable practice to advance diversity. UC San Diego will be hosting the October 2013 **Roundtable on Contributions to Diversity in Academic Review and**

Recruiting as part of this system wide collaboration. With a third NSF-PAID research grant, UC San Diego researchers are conducting **a longitudinal study** of STEM faculty career paths, with particular emphasis on women, underrepresented and LGBT faculty. The baseline faculty survey was conducted in Fall 2012, with 53% of eligible faculty participating. Over 80 in-person interviews were conducted as part of the grant.

Professional Development Efforts

In 2010, UC San Diego initiated the **Academic Advancement Advising Program** to help junior faculty prepare specifically for advancement to tenure, distinct from the traditional departmental mentoring program. Based on favorable feedback from past participants, the program has expanded its reach. Now in its third year, the program matches all third and fifth year assistant professors and LPSOE's who wish to participate with a former member of the Committee on Academic Personnel outside their home department.

Since 2010, UC San Diego has held training sessions on campus for new department chairs, and quarterly sessions with current department chairs. The department chairs play a pivotal leadership role in diversity, equity and inclusion issues. The **New Department Chair Orientations** include training about implicit bias. The **quarterly Chair Forums** have included topics such as academic review, family accommodation policies, retention, and departmental culture and by-laws. These sessions are aimed towards sharing experience and developing the chairs' effectiveness as leaders, with diversity issues an integral feature. This year's upcoming topics include leadership styles, and managing difficult conversations about diversity.

GRADUATE STUDENT EFFORTS

Diversity Outreach Collaboration (DOC) and Diversity Coordinators

The DOC and Diversity Coordinators are collaborative efforts between the Office of Graduate Studies and academic departments to provide a structured approach to the inclusion of graduate students, faculty and staff in graduate recruitment. The DOC works with OGS to define overall graduate outreach and recruitment goals and strategies to achieve a diverse applicant and admit pool. The DOC is also a forum for sharing best recruitment and admissions practices. The Diversity Coordinators partner with OGS in identifying institutions that are good candidates for recruitment presentations and participate with OGS at many of the annual conferences attended each year.

Tribal Membership Initiative (TMI)

The Tribal Membership Initiative is an endeavor that seeks to increase diversity by providing fellowships to admitted students who are members of federally recognized tribes or are of Native Hawaiian ancestry. Information about the initiative is available on the website [Tribal Membership Initiative](#) . This information is also linked to the online application so that applicants can learn about the initiative and indicate their interest in participating. To qualify for the fellowships applicants must provide documentation of their tribal or native affiliation. In Fall 2012 six students received the fellowship.

UCSD-Graduate Workshop for Native American Undergraduates

To increase awareness about the Tribal Membership Initiative and about graduate education at UC San Diego, OGS hosts an annual workshop for Native American undergraduates interested in graduate school. The workshop includes a presentation on the GRE and a panel of current Native American graduate students.

STARS Summer Research Program

The Summer Training Academy for Research in the Sciences (STARS) is the summer undergraduate research program operated by OGS Student Affairs. STARS is an 8-week summer residential program that offers an exciting research internship for undergraduate students, recent graduates and master's students in the sciences. STARS participants are funded by a variety of programs such as AGEP, Minority Access to Research Careers (MARC), Research Initiative for Scientific Enhancement (RISE), California Louis Stokes Alliance for Minority Participation (CAMP), McNair, Howard Hughes Medical Institute, California Pre-Doctoral Program, Endocrine Society-Minority Access Program, and students receiving private fellowships. Through STARS OGS has built a critical mass of summer student experiences on campus while building relationships with Minority Serving Institutions.

Competitive Edge Summer Research Internship

Competitive Edge is a two month preparatory program for selected incoming graduate students who have overcome barriers in their education. The program seeks to enhance their transition to graduate study. Participants gain an introduction to department faculty and staff, receive peer advice on what to expect the first year, and begin to develop a sense of community and connections with their peers at UC San Diego.

Campus Climate Intern

The Campus Climate Intern serves as a graduate student liaison to the new Vice Chancellor of Equity, Diversity, and Inclusion, and to various committees on campus related to diversity. The Campus Climate Intern is housed at the Campus Community Centers and collaborates with community specific groups (such as the Graduate Student Association, Black Graduate Student Association, Q Grads, Women in Science, the International Center) graduate student specific programs per quarter.

Bouchet Honor Society

<http://ogs.ucsd.edu/student-affairs/graduate-diversity/student-support-and-programs/bouchet-graduate-honor-society/index.html>

UC San Diego was inducted into the Yale Bouchet Graduate Honor Society in March of 2009. The society recognizes outstanding scholarly achievement and promotes diversity and excellence in doctoral education and the professoriate. To date 32 graduate students have been inducted into the Honor Society.

UNDERGRADUATE STUDENT EFFORTS (see also submittal from VCSA)

The Campuswide Diversity Course Requirement was initiated in 2011, and is required of all candidates for a bachelor's degree for graduation in order to instill knowledge of diversity, equity, and inclusion.

<http://academicaffairs.ucsd.edu/uged/diversity/index.html>

Information about the Principles of Community is promulgated during new student orientations; students asked to sign, acknowledging they've read/understand the Principles.

Divisions have expanded efforts to promote equity, diversity and inclusion. See for example the focus on outreach, recruitment, retention, and research through the Jacobs School of Engineering **IDEA Student Center** (http://www.jacobsschool.ucsd.edu/student/student_success/tutoring.shtml) and various efforts in the **Biological Sciences** (<http://biology.ucsd.edu/diversity/undergrad/initiatives.html>), including a program to facilitate the transition of students from disadvantaged economic and social backgrounds and students with disabilities from college education to Ph.D. programs in the sciences.

STAFF EFFORTS

Culturally Competent Management Program

<http://blink.ucsd.edu/HR/training/programs/ccmp.html>

Program highlights include understanding the role of cultural competence in the workplace using teachable moments, powerful questions, and a model for understanding impact on individuals, teams and organizations, and building diversity management skills to identify and manage cultural collisions in managing diversity in an academic environment with a focus on building productivity.

Student Affairs Diversity Efforts 2012-13 / Brief Outline
Compiled by UCSD VC of Student Affairs Penny Rue

Student Affairs takes great care to meet the needs of students in their development outside the classroom. Each unit strives to provide creative and innovative programs and services for all students so they can feel supported in their academic pursuits at UC San Diego. In particular Student Affairs has based its work on three principles: building a sense of community, mental health and wellness, and diversity. The following list of programs and services highlights Student Affairs sustained efforts in diversity.

Central Efforts from the VCSA Office

- **Diversity Workgroup** – Established in January of 2010 this is a workgroup comprised of staff at all levels of the organization in Student Affairs. The DWG has over 50 members, but relies on a group of about 30 active members. Work that has emerged from this volunteer workgroup includes:
 - Diversity Toolkit Training – Undocumented Students, Native American Culture
 - Free Speech Website
 - Equity Minded Education RA Training
 - White Allies Workgroup
 - Beyond the Checkbox
- **Building Communities for Social Justice Practice Institute** – A one week intensive institute co-lead by the three Centers directors with the Vice Chancellor and selected staff. This selective program began in 2009 and has trained 103 Student Affairs and other invited staff members.
- **Overnight Program Black Student Union Track** – This effort began prior to the events of the Compton Cookout when students from the Black Student Union presented their “Do UC Us” report to the campus administration. Student Affairs responded by increasing yield efforts through an overnight program, phone-calling, and “The Black Life Book.” These efforts were institutionalized after the Compton Cookout. The yield efforts are coordinated with Undergraduate Admissions and SPACES. As part of the Overnight Program, the VCSA office has taken great pride in originating and coordinating the annual Black Family Get Together.
- **Triton Community Fund** – This fund contributes monetary awards throughout the year to registered student organizations for programming. Several of these awards include programs that support diversity. A select few include:
 - Black Graduation
 - Raza Graduation
 - Rainbow Graduation
 - KP Graduation
 - Islam Awareness Week
 - East Indian performances and dance competitions
- **Ongoing working relationships** – The VCSA maintains ongoing relationships with the following student groups. This involves quarterly or twice quarterly meetings and lunches with these groups executive boards
 - SAAC
 - SPACES
 - Hillel / Tritons for Israel
 - Muslim Student Association

Evening with UC San Diego – This program has been in place for our five years. This coordinated effort organized out of the VCSA and Chancellor’s Offices takes the Chancellor, VCSA, Directors of Admissions, Financial Aid and Career Services to high schools in the San Diego Unified School District and Sweetwater Union High School District. Over 4,000 high school students and their parents have attended an Evening with UC San Diego program in the last five years. This program was expanded to add an Afternoon with UC San Diego for community college students in 2010.

Retention Study & Standing Committee – In 2012 Student Affairs conducted a series of focus groups for Mexican-American and African-American third year students. The purpose of the focus groups were to identify challenges these students faced in their first and second years and the strategies they used to overcome them to persist to their third year. The data collection was supervised by Dr. Kenneth Gonzales from the University of San Diego, a researcher who has studied persistency among high ability HURM students. Student Affairs has completed the mining of the data and will present its findings to the Standing Committee on Retention in Spring 2013. The Standing Committee is co-lead by the VC of Student Affairs and Associate Vice Chancellor for Undergraduate Education. Charged by the Chancellor and Executive Vice Chancellor, the purpose of the Standing Committee is to further understand intergroup differences in academic achievement at UC San Diego and identify strategies to assist students newly enrolled who are academically at-risk.

Experiential Learning Cluster, Interim Associate Vice Chancellor Ed Spriggs
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OASIS, Dr. Patrick Velasquez

OASIS provides several academic support services for undergraduate students in need of additional academic help. The following programs target first generation college students, students from low-income families, and students entering UC San Diego from a fourth or fifth quintile school.

- **Summer Bridge & Academic Transition Program:** This intensive 4-week summer program for incoming freshman students offers academic enrichment and credit, as well as academic support throughout your first school year. 140 to 150 students participate in this program each summer. Currently the \$3,000 fee to participate is covered by Student Affairs.
- **STEP & TRiO Student Support Services Program** (freshmen and transfers): This program provides freshman students with mentoring, tutoring, extracurricular activities, and other support during your first school year.
- **TRiO Student Support Services Program (SSSP):** Designed for freshmen and transfer students, this program offers tutoring, workshops, mentoring, and other academic support throughout your career at UC San Diego.

Academic Enrichment Programs, Dr. David Artis

- **McNair Scholars Program**
Funded by grants from the Department of Education since 1989, UCSD’s McNair Program supports thirty undergraduates each year. McNair Scholars are chosen via a competitive application process and participate in the Faculty Mentor Program in the Winter and Spring Quarters and the Summer Research Program, attend workshops and other activities, present at a minimum of two research conferences and submit a final paper. McNair is a TRIO Program, so two-thirds of participants must be first-generation and low-income and one-third may be from underrepresented groups. Most years, significantly more than half of the McNair cohort are first-gen/low-income, and underrepresented. They must also have junior standing, a 3.00 gpa, and a serious interest in pursuing a doctoral degree. At last count, there were 89 McNair alumni.

- **Minority Access to Research Careers (MARC)**
MARC is a relatively new program (four years) supported by NIH. It is small with eight new and eight continuing students each year, all underrepresented and conducting research in Biomedical Sciences. Students are selected in two application cycles, one just for incoming transfer students. The process is increasingly competitive. Students receive a monthly stipend for two years (theoretically, their last two undergraduate years) and two summers of research, attend weekly meetings, and participate in other activities. All MARC students attend and usually present at the annual meeting of the Society for the Advancement of Chicanos and Native Americans in Science (SACNAS).
- **California Alliance for Minority Participation in Science, Engineering, and Mathematics (CAMP)**
CAMP is the University of California chapter of the national Louis Stokes Alliance funded by the National Science Foundation. We have an especially active group at UCSD, with more than 300 enrolled students. CAMP sponsors a number of activities during the year, including sponsoring travel to conferences, informal meetings with professors and scientists, and workplace, lab tours. During the summer, CAMP provides stipends and other funding to support 8-11 undergraduates in full-time research. All students in the summer programs, including McNair and CAMP, receive a stipend, housing or an allowance, and other support. All also participate in a GRE prep course.
- **Genentech Scholars** – This is a small award that supports two undergraduate students in SRP. Genentech students are selected from the race-neutral Amgen Scholars Program competition, but they must be underrepresented. Genentech Scholars participate in all Amgen Scholars activities, except the Amgen National Symposium, receive the same stipend, and housing support, complete all the Summer Research Program activities, including the GRE course and presenting at the Conference.
- **Medical Education for Diverse Students**
The first conference was held this past January. 350 undergraduate and community college students attended. The program was spearheaded by AEP's Health and Medical Professions Preparation Program (HMP3), The School of Medicine and the School of Pharmacy. Additional support was provided by Career Services.
- **CC2U Community College to University**, started from AEP and evolved into a partnership with Admissions, Financial Aid and San Diego area community colleges, includes visits from UCSD units and students to the CCs and two community college research symposia on campus in 2005 and 2011. These programs are not strictly for underrepresented students, but are good places to identify likely HUR transfer students.
- **Research Presentations** – In the last three years, AEP has provided financial support for 25-40 students to present at SACNAS and or the Annual Research Conference for Minority Students, a prestigious national meeting.
- **Bridge to the Doctorate** supplement to the CAMP program awarded in 2005. It was \$972,000 award that allowed us to support 12 graduate students in their first two years of PhD study at UCSD. We partnered with OGS. In June, the last BD scholar is scheduled to defend. All 12 students awarded will have completed their studies. AEP has applied to renew BD this year with OGS again and are waiting for the decision.

Career Services, Craig Schmidt

- The Career Services Center has increased efforts to outreach to HURM student groups through the SAAC student organizations. Efforts include special presentations and workshops at General Body Meetings. Recently Career Services staff provided resume and networking courses to the Black Student Union in preparation of the Industry Networking Night for the Afrikan Black Coalition

Conference. This event was co-coordinated by the Cross Cultural Center, Career Services Center, Diversity Initiatives Development, and the Black Student Union. The conference also included a special session for Graduate and Professional Schools sponsored by the Office of Graduate Studies. Additionally, Career Services is hosting a career fair with local San Diego companies interested in hiring student veterans from UC San Diego. Companies include, Qualcomm, Northrop Grumman, SDG&E, and Solar Turbines to name a few. Prior to the fair, Career Services will conduct workshops on resume writing, interviewing, and networking techniques for the student veterans.

International Center, Dr. Kirk Simmons

- **Professional Development** Offices within the International Center frequently host webinars, open to staff and faculty, on topics such as how to better understand and support international students, or an overview of the climate challenges they often face. These webinars and related resources are made available through the Center's involvement in the Diversity Abroad Network and NAFSA: Association of International Educators.
- **Campus Centers & Student Organization Outreach** Offices within the International Center have established intentionally stronger relationships with the three Campus Community Centers, the Office for Students with Disabilities, and the Center for Ethics and Spirituality, resulting in new opportunities for students to learn about study abroad with particular considerations amply explored, as well as improved inclusivity in web-based materials about opportunities abroad. Focused outreach and event collaborations with student organizations led by students of color have resulted in a sea change in expectations and interest by members in study abroad.

Student Life, Assistant Vice Chancellor, Dr. Gary Ratcliff

(See full campus climate report submitted by Student Life)

- **SPACES** – Is a student initiated and student run office that reports to the Associated Students. The office is managed by two staff members and several paid student interns. SPACES provides many programs that support diversity for current and prospective students. A few include the Overnight Program, support of the High School Conferences coordinated by the SAAC organizations, Summer Summit, and College Tours.
- **Center for Student Involvement** – CSI is currently coordinating the campus Intergroup Dialogue program. The course facilitates a Muslim/Jewish dialogue in winter quarter. Additionally, CSI coordinates the Education and Health Corps that sends students to underserved communities for educational tutoring and health screenings.
- **Student Legal Services** – The director of Student Legal Services serves as the coordinating office for the AB 540/ Undocumented Students Task Force. This volunteer workgroup group consists of Student Affairs staff members from the Vice Chancellor-Student Affairs Office, Financial Aid, Registrar, and OASIS. Staff from the Cross Cultural Center, CLAH minor, and Early Academic Outreach Programs participate along with some faculty and student leaders engaged in this issue.

Admissions and Enrollment Services, Assistant Vice Chancellor, Mae Brown

(See full report on special events & programs)

- **Yield Efforts -**
 - **Campus Wide Early Calling Campaign for HURM students**
 - **Resource Guides for African-American, Mexican-American/ Latino, and Native American students**

- **Campus Community Welcomes & Lunch at Triton Day**
 - **In the community Financial Aid Workshops admitted local San Diego and Southbay students**
 - **Calling campaign for Transfer and Student Veterans**
 - **Partnerships with LA Science Magnet High Schools**
- **Cal-SOAP** – UC San Diego Student Affairs is the fiscal manager for the San Diego and Imperial County office of California Student Opportunity and Access Program (Cal-SOAP), which is a state funded program dedicated to promoting higher education to the region. Cal-SOAP has its own board, which includes educators, business leaders, and thought leaders from San Diego and Imperial counties. UC San Diego benefits immensely from being the fiscal manager for Cal-SOAP. Cal-SOAP has coordinated programs on the UC San Diego campus for diverse groups, including the Dare to Dream higher education symposium targeted toward the African-American community and assisted with Comienza Con Un Sueno a similar type of higher education conference targeted at the Latino community. Cal-SOAP has also helped coordinate our Evening with UC San Diego programs in the local school districts.
 - **Financial Aid** – The Financial Aid team has taken great effort to serve AB 540 and Undocumented students at UC San Diego. Counselors have participated in training and workshops alongside student leaders to be well versed in the needs of this particular student population. Financial Aid has volunteered at several student initiated high school conferences and lend their expertise to help train student leaders to be well versed in discussing financial resources for low socio-economic students and families. Additionally in conjunction with the Registrar’s Office, Financial Aid has trained it’s counselors for award disbursements for student veterans.

Wellness, Assistant Vice Chancellor, Dr. Karen Calfas
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- **Mandated DOJ Training** –This effort involves training on discrimination and harassment for all incoming freshmen and undergraduate transfer students. In coordination with the Office of Harassment and Prevention of Discrimination, the Wellness cluster central office is developing an online training for new students to complete before they are allowed to finish registering for Fall '13 classes.

**FINAL REPORT OF THE
FACULTY DIVERSITY WORKING GROUP
October 22, 2013**

Background

The Faculty Diversity Working Group was one of five groups created by President Yudof in December 2010. The charge to the Group was to report to the President's Advisory Council on Campus Climate, Culture, & Inclusion and "recommend measures of progress, mechanisms for accountability, and advice regarding best practices" on issues related to faculty hiring, contributions to equity and diversity, and administrative structures and accountability.

The Faculty Diversity Working Group presented its Recommendation Report consisting of eleven practices and recommendations to the Advisory Council and the local campus climate councils on October 19, 2011. At the Advisory Council's direction, the Recommendation Report was circulated for review to senior campus administrators and to the Academic Senate. The Working Group received responses from all ten campuses as well as the Academic Council.

Priority Recommendations

Based upon a careful analysis of all responses (see appendix), the Faculty Diversity Working Group unanimously recommends that the following practices be given highest priority for implementation:

Recommendation A. Ensure that faculty review processes are in full compliance with APM 210 and appropriately supportive of diversity.

The October 2011 Working Group report notes that "Campus climate is directly affected by the faculty's willingness to engage in activities that improve conditions for URM, women, LGBT, and other groups." We recommend focus on Practices #1 and #3 from the original report.

Practice #1: Fully Implement Academic Personnel Policy Section 210 (APM - 210), Review and Appraisal Committees

Remind each campus that APM - 210 was approved by the Senate in 2005 and charge each campus to devise strategies for the implementation of APM - 210 as criteria for appointment and promotion of faculty.

Practice #3: Accountability Reports on Diversity of Key Senate Committee Compositions

The Working Group recommends making available to Senate committees on each campus accountability reports, prepared by this Working Group, that identify URM and gender composition of the Budget/Academic Personnel Committees over a five-year period. Also, continue the collection of faculty search data (candidate pool and finalist demographics and search committee make-up) after this initial year.

Recommendation B: Ensure Deans and Chairs are accountable for supporting faculty diversity in their units.

The Working Group recommends that provisions in APM 240 and APM 245 be consistently applied in performance reviews of Deans and Chairs. This recommendation for accountability is in our original Practice #4:

Practice #4: Selection and Review of Provosts, Deans and Chairs and Annual Reports

The Working Group recommends integrating diversity and equity into the criteria for selection, appointment, reviews, and promotion of Provosts and Deans or Chairs. We recommend that UCOP require Annual Reports from the Chancellors on diversity and equity progress in these senior management positions. Additionally, we recommend that Provosts, Deans, and Department Chairs submit Annual Reports to the Chancellor to describe diversity and equity activities and progress.

Recommendation C: Restore funding for the President's Postdoctoral Fellows Program

This recommendation received enthusiastic support from almost all respondents, in part due to the proven success of the PPFP development of faculty who support diversity.

Practice #6: President's Postdoctoral Fellowship Program

The President's Postdoctoral Fellowship Program is one of the most successful programs for diversifying the faculty. Funding should be restored for this program as well as the UC Diversity Pipeline Initiative for the Health Sciences.

Final comments. We have modified the language of Practice #4 as recommended by the Academic Council. We strongly support the Academic Council's suggestion that Practice #6 be amplified to include increased funding for the President's Postdoctoral Fellowship Program as well as increased stipend amounts.

We also recognize that each of the campuses are continuing to engage in practices and initiatives that support a more diverse faculty. We are aware that the University Committee on Affirmative Action and Diversity (UCAAD) continues to be a leader systemwide in developing "Best practices", like the recent Faculty Salary Equity initiative. And we are excited by the work of UCOP and all 10 campuses, who have been awarded several National Science Foundation ADVANCE grants to increase the diversity of the faculty in Science, Technology, Engineering, and Technology (STEM). The systemwide ADVANCE program includes the collection of data on the demographics of faculty recruitment so that we can identify best practices in building a strong UC faculty.

The prioritizing of these four Practices should not be understood as a rejection of the Faculty Working Group's original list of eleven recommendations. We are encouraged that some of the recommendations have been implemented at most campuses, e.g. Practice #10. However, it is our hope that all of the recommendations will be useful to campuses in the future as they commit to building faculties that reflect the population of California in the 21st century.

Respectfully submitted,

Faculty Diversity Working Group membership

Convener: Susan Carlson, Vice Provost-Academic Personnel (UCOP)

Convener: George “Jorge” Mariscal, Professor of Literature (UCSD)

Bob Anderson, Professor of Economics and Mathematics (UCB), & Vice Chair, Academic Senate

Ines Boechat, Professor of Radiological Sciences (UCLA)

Margaret Conkey, Professor Emerita of Anthropology (UCB)

Tyrone Howard, Professor of Education (UCLA)

Herbie Lee, Vice Provost for Academic Affairs & Chief Diversity Officer for Faculty (UCSC)

*Francis Lu, Professor of Clinical Psychiatry (UCD) & Chair, University wide Committee on
Affirmative Action & Diversity*

*Manuela Martins-Green, Professor of Cell Biology (UCR) & Chair, UCR Affirmative Action &
Diversity Committee*

Teenie Matlock, Professor of Cognitive Science (UCM)

Dave Stark, Director-Stiles Hall (UCB)

Staff: Janet Lockwood, Academic Personnel (UCOP)

**APPENDIX:
SUMMARY OF RESPONSES TO THE
FACULTY DIVERSITY WORKING GROUP RECOMMENDATION REPORT**

Summary

All respondents agreed that achieving a diverse faculty is an essential goal for the University of California, with some citing the correlation between faculty diversity and a positive campus climate. Most respondents noted that the recommended practices have varying levels of potential effectiveness and effort or cost to implement.

Practice #1: Fully Implement Academic Personnel Policy Section 210 (APM - 210), Review and Appraisal Committees

Remind each campus that APM - 210 was approved by the Senate in 2005 and charge each campus to devise strategies for the implementation of APM - 210 as criteria for appointment and promotion of faculty.

Campus respondents stated that implementation is already in place. However, some stated a renewed commitment to enhance efforts. One campus noted that full implementation requires visibility and leadership in this area on the part of the campus, UCOP, and the Senate. Academic Council perceives uneven implementation of APM - 210 across the campuses, noting that the templates used to assemble merit cases need to do a better job of inviting faculty and department chairs to report on contributions to diversity. However, Academic Council recommends deferring specific action until UCAP and UCAAD can reconcile their commitment to evaluating research on its merits, regardless of the subject matter, with the language of APM - 210 that some interpret as requiring different, more favorable evaluation of research in certain areas. These Committees are slated to continue this discussion, seeking the best way to clarify the meaning and to ensure that APM - 210 is fully and appropriately implemented.

Practice #2: Provide Training for Members of Committee on Academic Personnel/Budget Committees

The Working Group recommends that training be developed regarding evaluating faculty contributions to diversity.

While respondents agreed in principle, there was no consensus in terms of how the training should be developed or implemented. A few proposed that UCOP develop systemwide guidelines and materials. More believe that these are matters within the Academic Senate's purview, or would benefit from enhanced dialog between division Committees on Academic Personnel and Affirmative Action and Diversity, a proposal advanced by UCAP that is supported by Academic Council.

Practice #3: Accountability Reports on Diversity of Key Senate Committee Compositions

The Working Group recommends making available to Senate committees on each campus accountability reports, prepared by this Working Group, that identify URM and gender composition of the Budget/Academic Personnel Committees over a five-year period. Also, continue the collection of faculty search data (candidate pool and finalist demographics and search committee make-up) after this initial year.

Campus respondents agreed with the recommendation, with several proposing that the Academic Senate monitor Senate committee composition at the system level and work to enhance diversity among members. Academic Council agrees that diversity on Senate committees is important, and the campus Committees on Committees should be reminded to be consistently aware of the degree of diversity in the membership of these committees. However, Academic Council does not support this recommendation, feeling strongly that all members of committees, not just women and underrepresented minorities, should be committed to diversity. Additionally, Council stated that female and underrepresented minority faculty are often overwhelmed with requests to serve on committees, and accepting the requests would compromise their teaching and research.

Academic Personnel will continue the collection of faculty search data, including candidate pool, finalist, and selection demographics and search committee make-up via the UC Recruit platform, a system being deployed to all ten campuses to track search processes with greater accuracy.

Practice #4: Selection and Review of Provosts, Deans and Chairs and Annual Reports

The Working Group recommends integrating diversity and equity issues into the criteria for selection, appointment, reviews, and promotion of Provosts and Deans or Chairs. We recommend that UCOP require Annual Reports from the Chancellors on diversity and equity progress in these senior management positions. Additionally, we recommend that Provosts, Deans, and Department Chairs submit Annual Reports to the Chancellor to describe diversity and equity activities and progress.

Campus respondents reported that they already integrate diversity into the selection and review of Provosts, Deans and Chairs. Some recommended flexibility on the part of UCOP in terms of report content and others requested suggestions from UCOP pertaining to common criteria and practices. Academic Council strongly supports this practice.

Practice #5: Funding for a Reward Pool of FTE

The Working Group recommends established funding for a reward pool for campuses making noteworthy progress on faculty diversity issues.

Most respondents found this idea intriguing, expressing support for the principle presuming that resources would become available. Several campuses stated that determining the criteria for rewarding one campus over another may prove difficult and questioned how “noteworthy” progress would be defined.

Practice #6: President's Postdoctoral Fellowship Program

The President's Postdoctoral Fellowship Program is one of the most successful programs for diversifying the faculty. Funding should be restored for this program as well as the UC Diversity Pipeline Initiative for the Health Sciences.

Respondents were unanimous in their strong support for this Program. Several campuses called for full restoration of funding and Academic Council recommended increasing the stipend allocated to fund the Fellows.

Practice #7: Update the UCOP 2002 Affirmative Action Guidelines for the Recruitment and Retention of Faculty Brochure

The Working Group recommends that Academic Personnel update this communication tool.

Respondents were unanimous in their agreement with this recommendation.

Practice #8: Crediting Contributions to Diversity

Encourage the adoption at each campus of a hybrid approach to the reporting of contributions to diversity.

While all respondents were supportive in principle, many were concerned that the recommendation was too prescriptive and that they had already developed a mechanism that works for the campus. One respondent was concerned that establishing diversity as a separate category would make performance in this area a mandatory feature of advancement.

Practice #9: One-time Half or Whole Step Increase for Extraordinary Contributions to Diversity

Allow for awarding a one-time half or whole step increase for exceptional service related to diversity and equity activities.

Responses were mixed, with two campuses already implementing a variation of the practice, some agreeing in principle yet noting that the current fiscal climate makes it difficult to implement, one noting that service and teaching criteria enable increases for contributions to diversity, and one stating that each campus has its own metric for rewarding outstanding research and teaching and a similar award for diversity contributions should align with that metric.

Practice #10: Central Diversity Office

Each campus would consider establishing a central Office of Equity, Diversity, and inclusion with appropriate staffing and resources at each campus, with direct access to the Chancellor and Budget Committee.

Most respondents expressed strong support for this model, noting that such offices were already in place. One respondent reported that the campus has had great success with the multi-office approach.

Practice #11: Cluster Hiring

Encourage “cluster hiring” of URM and female faculty in areas where they are below the national eligibility pool.

Several respondents expressed support for the concept, and two reported having already implemented a variation of the recommendation. However, some noted that implementation of the idea would be challenging as a result of resource limitations. Academic Council believes the idea deserves more study to determine whether it has proven effective at UC and other institutions.

Conclusion

In general, recommendations that call for increased information or resources from UCOP to the campuses received favorable responses, while those calling for uniformity among campuses in how to pursue the shared goal of fostering faculty diversity were supported in concept but not in terms of prescriptive implementation.

The strongest expression of support was reserved for restoring full funding to the President’s Postdoctoral Fellowship Program and updating the 2002 Affirmative Action Guidelines for the Recruitment and Retention of Faculty brochure.

The Working Group met on the following dates:

February 10, 2011
February 24, 2011
March 10, 2011
April 18, 2011
May 27, 2011
June 30, 2011
September 8, 2011
September 22, 2011
October 6, 2011
October 19, 2011
August 13, 2012
September 20, 2012

UNIVERSITY OF CALIFORNIA, ACADEMIC SENATE

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SANTA BARBARA • SANTA CRUZ

UNIVERSITY COMMITTEE ON AFFIRMATIVE ACTION AND DIVERSITY (UCAAD)
 Manuela Martins-Green
manuela.martins@ucr.edu

ACADEMIC SENATE
 University of California
 1111 Franklin Street, 12th Floor
 Oakland, California 94607-5200

April 12, 2013

REGENT FRED RUIZ**Re: Meeting with University Committee on Affirmative Action & Diversity (UCAAD)**

Dear Regent Ruiz,

Thank you for agreeing to spend time with the Committee on Affirmative Action & Diversity (UCAAD) next week. We look forward to a meaningful conversation about our shared commitment to enhancing and supporting the diversity of the University of California faculty.

Unless you have other priorities, the committee would like to tell you about our work with the University Committee on Academic Personnel to clarify the importance of recognizing contributions to diversity in the academic merit review process and to discuss with you potential ideas about a roadmap to increasing faculty diversity for the long term.

In preparation for the meeting, I have collected brief biographical sketches for members of the committee, so that you can have a better idea of the varied experiences they bring to their work on UCAAD. I am enclosing these biographical sketches, together with the Senate Bylaw that codifies the Senate's charge to UCAAD to address the full range of diversity issues.

Sincerely,

A handwritten signature in cursive script that reads "Manuela Martins-Green".

Manuela

Manuela Martins-Green, Ph.D.
 Chair, UCAAD

Copy: Robert Powell, Academic Council Chair,
 Martha Winnacker, Academic Senate Executive Director
 UCAAD Members
 Todd Giedt, Academic Senate Associate Director
 UCAAD Analyst Eric Zárate
 UCAP Analyst Brenda Abrams

Senate Bylaw 140. Affirmative Action and Diversity (Am 13 May 97)

- A. Membership shall be determined in accordance with Bylaw 128. One undergraduate and one graduate student shall sit with the Committee. [See [Bylaw 128.E](#).] The Vice Chair shall be chosen in accordance with Bylaw 128.D.1. and 3. (Am 4 Jun 91; Am 28 May 03; Am 9 May 07)
- B. Duties. Consistent with Bylaw 40, the Committee shall: (Am 28 03)
 - 1. Confer with the President on general policies bearing on affirmative action and diversity for academic personnel, students, and academic programs. (Am 28 May 2003; Am 12 May 2004)
 - 2. Establish basic policy and procedures for coordinating the work of the Divisional Committees concerned with affirmative action and diversity. (Am 28 May 2003)
 - 3. Report annually to the Assembly the state of affirmative action and diversity in the University. This report shall include a review of the annual reports of the Divisional Committees on Affirmative Action and Diversity (or equivalent committees). (Am 28 May 2003).
 - 4. Review the information on affirmative action and diversity provided by the campus and University administrations and report said findings to the Academic Council. The information shall consist of data and analyses of working conditions, salaries, advancement, separation for women and ethnic minorities, and may also include data and analyses relating to lesbian, gay, bisexual, and transgender individuals. (Am 14 Oct 2010)
 - 5. Undertake studies of policies and practices affecting affirmative action and diversity and make recommendations to appropriate University bodies. (Am 28 May 2003)

Review of Educational Research

<http://rer.aera.net>

Faculty Mentoring Programs: Reenvisioning Rather Than Reinventing the Wheel

Darlene F. Zellers, Valerie M. Howard and Maureen A. Barcic

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What is This?

Faculty Mentoring Programs: Reenvisioning Rather Than Reinventing the Wheel

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In this review, the authors trace the evolution of mentoring programs in the United States in business and academe, provide insight on the challenges associated with the study of mentoring, and identify the limited research-based studies of faculty mentoring programs that currently inform our understanding of this professional development practice in American higher education. The findings indicate that the sophistication of research has not advanced over the past decade. However, evidence does suggest that academe should be cautious in overgeneralizing the findings of studies conducted in corporate cultures. Although mentoring is recognized to be contextual, only recently have investigators considered the impact of organizational culture on the effectiveness of corporate mentoring programs. More rigorous investigation of this practice in higher education is warranted. As more studies point to the need to foster an employment culture that supports mentoring, understanding faculty mentoring programs within the context of their academic cultures is critical.

KEYWORDS: faculty, mentoring, mentoring programs, professional development, career development, higher education.

In the past decade, many American businesses have formalized their employee mentoring practices in recognition of how organizational context has changed in the three decades since Kanter (1977) identified the benefits of informal mentoring among managers and professionals. Within the business sector, the concept of mentoring has evolved as a tool of professional development in tandem with the diverse human resource needs of contemporary organizations (Hegstad, 1999; Jossi, 1997; Murray, 2001).

The business sector is not alone in its concern for the development and retention of its human assets and sustaining a competitive advantage; academe faces similar challenges. Universities invest significant resources in new faculty members and, particularly in the sciences, compete with industry to persuade their most

stellar prospects to pursue academic careers. Faculties represent intellectual capital (Luecke, 2004; Murray, 2001), and their ranks distinguish an institution's uniqueness more so than any other resource. In contrast to business, which began fostering employee mentoring relationships only within the past 30 years (Gunn, 1995; Jossi, 1997), the academy has historically depended on the incumbent generation of the professoriate to cultivate the development of the next (Bergquist, 1991; Carr, Bickel, & Inui, 2003; Sorcinelli, 2000).

Academe, however, has been slower to formalize its faculty mentoring practices in response to the changing organizational dynamics and demographics of higher education (Carr et al., 2003; Luna & Cullen, 1995). Previous literature reviews of mentoring among university faculty members (Merriam, Thomas, & Zeph, 1987; Perna, Lerner, & Yura, 1995) have focused on informal or naturally occurring mentoring relationships because of the paucity of empirical studies of formal or institutionally facilitated faculty mentoring relationships. On the basis of studies of mentoring relationships in the business sector, Ragins and Cotten (1999) found that although informal mentoring has been associated with more positive career outcomes than formal mentoring, marginalized groups experience significant barriers to developing informal workplace mentoring relationships. Ragins and Cotten recommended that organizations use "formal mentoring relationships as a springboard for the development of informal relationships" (p. 546). Boyle and Boice (1998) considered academe's historically "laissez-faire approach to mentoring" (p. 159) to be an obsolete and unrealistic approach to supporting a diverse cadre of faculty members, because "the newcomers least likely to find spontaneous support like mentoring are women and minorities" (p. 159).

Thus, the goals of this critical review are (a) to frame formal mentoring programs within the context of how mentoring has evolved in philosophy and practice in the United States in both business and academe, (b) to provide insight on the challenges associated with the study of mentoring, and (c) to identify effective faculty mentoring program models for institutions of higher education seeking to foster academic cultures responsive to the diverse professional development needs of both current and future faculty members. In the mid-1990s, Wunsch (1994) found research on faculty mentoring programs to be "rare and fraught with methodological pitfalls" (p. 32), with the literature dominated by testimonials and evaluative studies rather than research-based studies. An additional intent of this review is to determine the degree to which scholarly discourse on formal faculty mentoring programs in higher education has matured since Wunsch shared her observations over a decade ago.

This review is limited to studies of formal faculty mentoring programs published after 1994 and identified through the following databases: Business Source Premier, the Education Resources Information Center, Medline, and PsycInfo. The search included the following key words or their combinations: *mentor*, *mentoring*, *relationships*, *programs*, *faculty*, *higher education*, *socialization*, *productivity*, *retention*, *career development*, and *professional development*. This article is not intended as a thorough review of the faculty mentoring literature but rather as a critical examination of studies addressing formal faculty mentoring programs conducted over the past 10 years in the United States that used research designs and included descriptions of the mentoring program models. General mentoring literature from business and higher education published prior to 1994 was selectively included in this review to provide an overview of the field of mentoring.

Classical Origins

The character Mentor in Homer's epic poem *The Odyssey* is widely accepted as the namesake of the term *mentor*. Before leaving for the Trojan War, Odysseus entrusted guardianship of his household and his son, Telemachus, to his faithful friend, Mentor. According to Roberts (1999), Homer's Mentor did not naturally exhibit the wise and nurturing behavior historically attributed to him; in fact, he was inept. Rather, it was the goddess Athena, known in Greek mythology for her wisdom and compassion, who took Mentor's form to guide and protect both Odysseus and Telemachus.

Although Homer is credited with creating the original character, Roberts (1999) and others (Murray, 2001; Tenner, 2004) have attributed the proverbial archetype of Mentor as a benevolent sage to François Fénelon in his 15th-century account of Homer's classic tale *Les Aventures de Télémaque*. The addition of *mentor* to the *Oxford English Dictionary* as a common noun, cited as first used in 1750, is assumed to be the result of the popularity of Fénelon's rather than Homer's literary work (Murray, 2001).

Evolution of Studies

In the business sector, Kanter (1977) provided one of the earliest accounts of the importance of a "sponsor" to one's career. On the basis of interviews and observations of organizational behavior, Kanter described sponsors as "mentors and advocates upward in the organization" (p. 181). Sponsors not only trained young people, they provided advocacy, helped circumvent bureaucracy, and empowered those they favored by association. Roche (1979) later quantified the prevalence of mentoring among corporate executives and found that these informal relationships added measurably to their success and satisfaction. In 1978, Levinson, Darrow, Klein, Levinson, and McKee identified the importance of mentors from the perspective of adult developmental theory. Using longitudinal data, Levinson et al. (1978) found that mentors were most influential during one's early adulthood and were typically half a generation older and that mentoring relationships ended when the young adults successfully advanced to middle adulthood.

A major limitation of early studies of mentoring in both business and the social sciences was that data were based primarily on male study participants and therefore were found to have overemphasized career-based competencies and overlooked the acquisition of psychosocial competencies (Kram, 1985). More recent multidisciplinary studies have found that women define themselves differently than men, placing more emphasis on connectedness with others and less on separateness (Babcock & Laschever, 2003; Chesler & Chesler, 2002; Daloz, 1999; Luna & Cullen, 1995). However, subsequent studies have upheld the findings of Levinson et al. (1978) that mentoring is most influential early in one's career or during significant transitions, regardless of gender (Carr et al., 2003; Christman, 2003; Daloz, 1999).

Kram (1985) expanded on earlier organizational studies and was the first to articulate the dual dimensions of mentoring: the career or technical functions and the psychosocial personal functions. According to Kram, career functions involve sponsorship, coaching, protection, challenge, exposure, and visibility. Psychosocial functions include role modeling, counseling, acceptance, confirmation, and friendship. One's external performance is influenced by the career or

technical dimensions of mentoring, whereas the psychosocial dimensions address one's internal values and attitudes, clarify one's identity, and enhance one's feeling of competence.

Kram (1985) further identified four distinct phases of mentoring relationships: initiation, cultivation, separation, and redefinition. Subsequent studies have supported Kram's findings with regard to the career and psychosocial functions of mentoring (Chao, Walz, & Gardner, 1992; Noe, 1988), whereas her four stages of mentoring have been found to be more complex and less predictable (Ragins, 1999; Tillman, 2001).

In 1991, Sands, Parsons, and Duane conducted one of the few studies in academe that addressed the nature and extent of faculty members mentoring other faculty members. Using data from a survey of faculty members at a public research-oriented university in the Midwest, Sands et al. (1991) determined "that mentorship is a complex, multidimensional activity" (p. 189) occurring informally among faculty members. In a factor analysis of the functions of an ideal mentor, four types of mentors were identified: The *friend* socializes, provides advice, and helps with personal problems; the *career guide* promotes the mentee's research and his or her professional visibility; the *information source* provides practical information about promotion and tenure, publication outlets, and committee work; and the *intellectual guide* promotes an equal relationship, collaborates, and provides constructive criticism and feedback.

Over half of the respondents in Sands et al.'s (1991) study reported having mentors when they were graduate students, whereas only a third reported receiving mentoring from colleagues at the university at which the study was conducted. The most significant outcome of this study was that faculty members' gender, college affiliations, tenure status, and past mentoring experiences were found to predict preferences with regard to an ideal mentor. Tenured faculty members preferred the friend model, female faculty members at professional schools favored the career guide, female faculty members at nonprofessional schools chose the information source, and faculty members who reported having mentors in graduate school selected the intellectual guide as their ideal mentor.

Contemporary Definition

Recent literature in business and academe builds on the findings of earlier studies, but rather than assigning a classification to mentoring, as in Sands et al.'s (1991) study, many authors divide the role of mentor into four subsidiary roles—sponsor, coach, role model, and counselor—and attribute the collective functions of these roles to mentoring (Clutterbuck & Lane, 2004; Daloz, 1999; Luecke, 2004; Murray, 2001). Daloz (1999) defined a mentor's role as "engendering trust, issuing a challenge, providing encouragement, and offering a vision for the journey" (p. 31). Reciprocal respect (Alpert, Gardner, & Tiukinhoy, 2003; Carr et al., 2003; Luecke, 2004), predictability, commitment (Alpert et al., 2003; Luna & Cullens, 1995; Luecke, 2004), understanding, and empathy (National Academy of Sciences, 1997) further shape the relationship. From this perspective, mentoring is a reciprocal learning relationship characterized by trust, respect, and commitment, in which a mentor supports the professional and personal development of another by sharing his or her life experiences, influence, and expertise. Figure 1 depicts the complementary and interrelated dimensions, roles, functions, and overlapping assumptions found to be frequently associated with mentoring.

Dimensions	Roles	Functions	Assumptions
Career or Technical	Sponsor	Guides, protects, opens doors, and makes introductions	Engenders Trust
	Coach	Teaches, challenges, and provides feedback	Reciprocates Respect
Psychosocial or Personal	Role Model	Demonstrates behaviors, attitudes, and values	Demonstrates Commitment
	Counselor	Provides support, advice, and coping strategies	Issues Challenges
			Provides Support
			Offers Vision

FIGURE 1. *Interrelated attributes of mentoring relationships.*

This is not to imply that a consensus exists with regard to the definition of mentoring. In Kram's (1985) interviews with managers in a corporate setting, she recognized that *mentor* had a wide variety of connotations and therefore framed her inquiry in terms of workplace "developmental relationships" (p. 4) rather than using the more subjective terminology of mentoring. In fact, the lack of consistency in mentoring vernacular among industries, across academic disciplines, and in the popular press continues to be one of the major challenges underlying the study of mentoring. How does one systematically study that which is not consistently defined? One dramatic example of such inconsistency is the use of *mentor* as a verb. Luecke (2004) unabashedly admitted, "The business world has no shame in changing perfectly good nouns into verbs" (p. 76). Nevertheless, most literature emphasizes that *mentor* describes a role one assumes, not something one does (Daloz, 1999; Murray, 2001). The frequent misuse of *mentor* as a verb confuses the term with the interventions or activities involved in the mentoring process.

Sands et al. (1991), in their study of mentoring practices among faculty members, noted the difficulty in generalizing the results from one mentoring study to another: "The term 'mentor' has been subject to so many interpretations that it is not known how university faculty members view the concept" (p. 175). Clutterbuck and Lane (2004) noted that much of mentoring literature is invalidated because it is not clear what kinds of relationships are being measured or whether the expectations of the individuals participating in the relationships are similar.

Studies of multiple developmental relationships have situated mentoring experiences on a continuum (Cawyer, Simonds, & Davis, 2002; Angelique, Kyle, & Taylor, 2002). Relationships described as casual, convenient, social, technical, supervisory, and developmental span this spectrum and differ in context and intensity. Other authors consider developmental roles such as coach and role model to

be constructs distinct from that of a mentor (Luecke, 2004; McCauley & Van Velsor, 2004). According to Clutterbuck and Lane (2004),

to some extent, definitions do not matter greatly, if those in the role of mentor and mentee have a clear and mutual understanding of what is expected of them and what they should in turn expect of their mentoring partner. (p. xvi)

To the contrary, the definition of mentoring is of the utmost concern to investigators attempting to examine the phenomenon. Yet, Clutterbuck and Lane (2004) cautioned against trying to reduce our understanding of mentoring to “the mechanical or lowest common denominator” (p. xx), because these relationships are situational. To understand mentoring, one must view these relationships within the organizational or cultural contexts in which they occur. According to Daloz (1999), the concept of mentoring is the most “slippery” in education. In the business world,

occasionally the mentor helps the protégé develop the skills necessary to navigate an especially difficult turn in the road, but by and large the mentor concentrates on providing a map and fixing the road rather than on developing the traveler. (p. xi)

Modern organizations in the business sector define themselves as learning organizations (Kreitner & Kinicki, 2004), but higher education is a community of learners (Daloz, 1999), and as such, the development of the organization is secondary to the intellectual and personal growth of community members. Thus, the goals of mentoring in academe will differ from those in business accordingly. Borrowing from Clutterbuck and Lane’s analogy, Figure 1 is designed to provide a schema of the largest common denominators of mentoring to illustrate the broadest parameters cited in professional and academic literature.

Benefits

Early and present-day mentoring literature indicates that protégés, mentors, and organizations benefit from these learning relationships. In both business and academe, organizational benefits include increased productivity and organizational stability (Carr et al., 2003; Murray, 2001), increased socialization and communication (Kreitner & Kinicki, 2004; Murray, 2001), the retention of valued employees (Carr et al., 2003; Kreitner & Kinicki, 2004; Luecke, 2004; Murray, 2001), the preservation of intellectual capital and institutional memory (Luecke, 2004; Murray, 2001), the support of cultural diversity (Carr et al., 2003; Gunn, 1995; Jossi, 1997; Murray, 2001), improved leadership capacity and succession planning (Carr et al., 2003; Jossi, 1997; Murray, 2001), and cost-effectiveness (Jossi, 1997; Luecke, 2004; Murray, 2001). Studies on the organizational benefits of mentoring stress that optimal effectiveness is achieved when mentoring practices are integrated within an institution’s larger human resource management strategy and are linked to other personnel practices, such as professional development training programs, performance appraisals, and systems of rewards and recognition (Hegstad, 1999; McCauley & Van Velsor, 2004; Tillman, 2001).

Promulgating responsible conduct in research is an organizational benefit that is not limited to academe, but this issue garners much attention within education because of the public investment in science and research institutions. For example, before misconduct allegations in stem cell research headlined in the popular press

(Weiss, 2005) and captured national attention, agencies such as the U.S. Department of Health and Human Services Office of Research Integrity recognized mentoring as a key institutional strategy for fostering responsible conduct among future generations of scientists (Steneck, 2004). The Institute of Medicine of the National Academies (2002) has also identified mentoring as an effective approach for institutions to instill integrity among its scientific community and promote responsible conduct in research.

Benefits to protégés in both business and academe include rapid assimilation to the organizational culture (Luna & Cullen, 1995; Murray, 2001), higher career satisfaction (Carr et al., 2003; Luna & Cullen, 1995; Luecke, 2004; Murray, 2001), increased probability of success (Luna & Cullen, 1995; Johnson-Bailey & Cervero, 2004; Murray, 2001), a higher rate of promotion (Carr et al., 2003; Daloz, 1999), higher earnings (Luecke, 2004; Johnson-Bailey & Cervero, 2004; Murray, 2001), accelerated leadership development (Murray, 2001), and increased motivation to mentor others (Luna & Cullen, 1995; Luecke, 2004; Murray, 2001).

Aside from those benefits in common with business, studies particular to academe indicate that “faculty with mentors feel more confident than their peers, are more likely to have a productive research career, feel greater support for their research, and report higher career satisfaction” (Carr et al., 2003, p. 34). Mentoring has also been found to enhance the teaching effectiveness of new faculty members, ease their adjustment to the academic environment (Luna & Cullen, 1995), and relieve the feelings of isolation and alienation that many new faculty members experience (Carr et al., 2003; Christman, 2003; National Academy of Sciences, 1997).

With regard to mentors, many of the benefits associated with mentoring relationships are intrinsic: In academe, mentors report a sense of contribution (Murray, 2001; National Academy of Sciences, 1997) and accomplishment (Fogg, 2003) in addition to achieving personal satisfaction (Johnson-Bailey & Cervero, 2004; National Academy of Sciences, 1997). Mentoring has also been found to provide tangible benefits to a mentor’s career by revitalizing his or her interest in work (Jossi, 1997; Murray, 2001; National Academy of Sciences, 1997) and contributing to professional and personal development through exposure to fresh ideas (Alpert et al., 2003; Beans, 1999) and new perspectives (Johnson-Bailey & Cervero, 2004; Murray, 2001).

Challenges

A significant concern with regard to mentoring is its historical grounding in what Touchton (2003) referred to as the “hierarchical power model” (p. 1). Power within organizations is derived from social networks or connections, and mentoring provides an entranceway to these informal social systems (Kanter, 1977). But women and minorities in the United States do not have the same access to informal mentoring as their White male counterparts (Carr et al., 2003; Luna & Cullen, 1995; Luecke, 2004; McCauley & Van Velsor, 2004; National Academy of Sciences, 1997). The U.S. Department of Labor (1991) found that the lack of access to mentoring perpetuated the “glass ceiling” for women and minorities.

One reason for this inequity in access to mentoring across industries is the paucity of women and minorities with enough organizational influence to advance others. Mentors are more inclined to select or make themselves available to those with whom they identify (Kanter, 1977; Luecke, 2004; McCauley & Van Velsor,

2004). Johnson-Bailey and Cervero (2004) referred to this phenomenon as the “theory of homogeneity” (p. 19). In academe, Johnson (2007) referred to the “cloning phenomenon” (p. 28), whereby faculty members are naturally attracted to junior colleagues who conjure images of themselves. Protégés are sought out who show interest in the senior members’ career trajectories, who have similar interests, and who are most apt to become accomplished like-minded researchers, thereby furthering the senior faculty members’ academic lineages. As a result, White men, who occupy the majority of positions of authority in business and academe, are more inclined to mentor other White men. Women and minorities in positions of authority are in short supply in the workforce and thus are unable to meet the demand for same-culture mentoring. Ragins (1997) cautioned against overgeneralizing or oversimplifying the mentoring experiences of women, minorities, and other marginalized populations in the business sector but identified “restricted power” (p. 91) as a common organizational phenomenon among marginalized groups.

In academe, the lack of diversity in leadership and among senior faculty members is equally problematic, but it is especially acute in the sciences. Holmgren and Basch (2005) reported that even though women have been earning more than one quarter of the doctorates in science for the past 30 years, according to the National Academy of Sciences, fewer than 10% of today’s full professors in the sciences are women. On the basis of 2000 and 2001 data across academic disciplines, Christman (2003) found that women are tenured at much lower rates than men and that those with tenure are disproportionately appointed as associate professors rather than full professors. A recent faculty gender equity report from the American Association of University Professors (West & Curtis, 2006) contends that although women are obtaining doctoral degrees at record rates, their representation as tenured faculty members remains below expectations, particularly at research universities. Citing the *Digest of Education Statistics 2005*, West and Curtis (2006) found that women occupied only 24% of all full professor positions at 4-year colleges and universities in 2003.

African American representation in academe is even more dismal. Johnson-Bailey and Cervero (2004) noted that only 3% of all college and university faculty members were Black, and the majority were concentrated in the junior ranks and at historically Black institutions; Black women experienced the double impact of sexism and racism and represented fewer than 1% of college faculty members. Tillman (2001) noted that the mentoring of African Americans is often grouped in the category of “women and minorities” because of their similar difficulty in finding mentors and establishing successful mentoring relationships. But the extreme underrepresentation of African Americans in academe and the legacy of American legislated oppression against Blacks makes mentoring even more problematic for African Americans (Johnson-Bailey & Cervero, 2004).

To date, racially related studies have primarily focused on the mentoring experiences of African Americans, who constitute the largest racial minority in the United States. According to 2000 census projections, minority groups will replace Caucasians as the majority population by 2050 (Girves, Zepeda, & Gwathmey, 2005). Thus, a need exists to explore the mentoring experiences of other persons of color (e.g., Hispanics, Native Americans, Pacific Islanders). Ragins (1999) represented diversity as extending beyond gender and race to include a variety of group characteristics, including but not limited to ethnicity, sexual orientation, physical ability and appearance, mental ability, age, class, education, and religion.

However, very little scholarship explores the mentoring experiences of marginalized groups, or those who belong to multiple marginalized groups, aside from those studies specific to women and African Americans.

The current shortage of senior women and minorities to serve as mentors in business and academe necessitates cross-gender and cross-race mentoring, but such pairs can encounter cultural issues that interfere with the quality of the relationship. In cross-gender mentoring, gender stereotyping can create a paternalistic dynamic (Carr et al., 2003; Christman, 2003), male mentors can be uncomfortable with psychosocial functions (McCauley & Van Velsor, 2004), pairs are less likely to engage in social activities outside work (Luecke, 2004), balancing career and family responsibilities often has different meanings, sexual tension or the development of romantic interests may undermine the relationships, and, even in the absence of inappropriate behavior, relationships are subject to rumor or innuendo (Luna & Cullen, 1995; Luecke, 2004). In studies particular to science and engineering, Chesler and Chesler (2002) noted,

The male socialization metaphor underpinning most traditional mentoring relationships as focusing on challenging the protégé, posing tasks in order to increase the young person's tolerance to stress . . . and stressing independence . . . does not fit the socialization and styles of most women and their orientation to integration rather than separation, interdependence rather than either dependence or independence, and collaborative rather than competitive task engagement. (p. 51)

In her study of women faculty members, Gibson (2004) found five essential themes with regard to how women experienced mentoring: (a) involving someone who cares and acts in one's best interest, (b) a feeling of connection, (c) being affirmed of one's worth, (d) not being alone, and (e) politics is part of one's experience. Although Gibson's study supports the findings of other gender-related studies suggesting that women experience mentoring differently from men (Chesler & Chesler, 2002; Daloz, 1999; Luna & Cullen, 1995), a comparable study of men, or minority women, is needed to determine if these specific themes are able to be generalized to men or minority women.

Cross-race mentoring relationships present additional challenges: Some White mentors may be unable to dismiss negative preconceptions or stereotypes and fully invest in the relationships, persons of color may not be able to set aside feelings of mistrust and be secure in the relationships, and either partner may be uncomfortable discussing racial issues, which may result in less psychosocial support (Johnson-Bailey & Cervero, 2004; McCauley & Van Velsor, 2004). Additionally, cross-race mentoring relationships are prone to "protective hesitation" (Thomas, 2001, p. 105), whereby both partners avoid discussing sensitive issues, such as concerns or difficulties that may have racial undertones. The tendency for cross-race pairs to "refrain from raising touchy issues" (p. 105) detracts from the formation of open and honest relationships.

Tillman (2001) examined the mentoring experiences of African American faculty members at two predominantly White institutions and found that race had an impact on the types of functions that mentors performed. Protégés in this study made a distinction between the career and psychosocial functions their mentors performed on the basis of the race of the mentors; same-race relationships were

reported to provide more psychosocial functions than cross-race relationships. In cross-race pairings, secondary same-race mentors were sought out to meet psychosocial and emotional needs.

Although Tillman's (2001) study did not report a difference in the amount of career functions provided by same- and cross-race mentors, Dreher and Chargois (1998) found that a mentor's gender and race contributed to salary attainment in the business sector among MBA graduates of a historically Black university. Black employees with White male mentors were found to have income advantages over Black employees with Black mentors. No gender-based differentials were observed among the employees; income advantages were associated with White male mentors. The results of this study are notable on two levels: that salary differentials favor men over women in major-culture studies (Dreher & Cox, 1996) and that members of minorities are inclined to prefer same-culture mentoring relationships (Tillman, 2001; Thomas, 2001). Thus, White men appear to continue to hold the keys to the doors that need to be opened for women and non-White men to financially advance. These findings illuminate the influence of power as a critical factor in the development and outcomes of mentoring relationships, especially those involving minority members, and the importance for marginalized groups to have access to White male mentors. Consequently, advocates of mentoring in academe recommend enhancing the cultural competency of senior White male faculty members so that they can better mentor across differences and expedite the professorial promotion of women and minorities (Carr et al., 2003; Johnson-Bailey & Cervero, 2004).

Although the literature on mentoring relationships is predominantly positive, as with any human interaction, there are pitfalls. Tenner (2004) questioned the trend toward overvaluing mentors, citing examples in which academicians have been successful without mentors and in some cases have achieved success in spite of poor mentors. Alpert et al. (2003) referred to "tor-mentors" (p. 12) as senior faculty members who exploit or sabotage the careers of junior colleagues under the guise of mentoring.

Eby and Allen (2002) noted that all relationships involve both positive and negative experiences and asserted that the literature's almost exclusive focus on the positive aspects of mentoring relationships grossly oversimplifies the complexity of these relationships: "The negative aspects of relationships seem aberrant and pathological, rather than a natural and common aspect of relational experiences" (p. 458). On the basis of the experiences of women belonging to a professional accounting organization and mixed-gender members of a professional engineering organization, Eby and Allen found that negative mentoring experiences, although infrequent, can be clustered into two distinct categories that correlate with relational theory: distancing and manipulative behavior and poor dyadic fit. Distancing and manipulative behavior reflect unethical behavior on the part of a mentor (e.g., deceptiveness, neglect, abuse of power), whereas poor dyadic fit represents incompatibility between pairs on an interpersonal or professional level. Eby and Allen's study did not examine gender or racial differences.

Darwin (2000) considered the limitations of mentoring to be more than relational. Rather, she framed mentoring as an outdated, autocratic mechanism for handing down knowledge, bestowing power, maintaining the dominant culture, and protecting the status quo. Concern regarding the Eurocentric epistemology associated with the term *mentor* compelled Tillman (2005) to use *jegna* rather than

mentor to describe the culturally sensitive relationship she developed with a graduate student and junior faculty member while leading the American Educational Research Association's Commission on Research in Black Education Evaluation Group. *Jegna* is an Ethiopian word that describes individuals who have "demonstrated determination and courage in the protection of their people, land, and culture . . . and dedicate themselves to the defense, nurturing, and development of their young by advancing their people, place, and culture" (p. 314).

McCormick (1997) agreed that traditional mentoring relationships present specific pitfalls to non-White men and women: (a) the promotion of competition, elitism, and exclusion; (b) the scarcity of appropriate senior-level mentors; (c) the maintenance of the status quo; (d) the organizational barriers to cross-culture relationships; and (e) the promotion of dependency and subordination. McCormick acknowledged the dark side of mentoring but did not advocate abandoning mentoring within universities dominated by White men. She did, however, call for "a process of cultural synergism" (p. 195) in which the culture is transformed to embrace the strengths of collective values (male-female, minority-majority) and mentoring is reenvisioned beyond "the white male club" (p. 195) mentality to become functional for all members of an academic community.

An additional shortcoming of mentoring for both majority and minority members of an organization is its association with remediation. That is, having a mentor implies that one needs help, thus creating a social stigma for mentees (Beans, 1999; Gunn, 1995; Murray, 2001). Within academic cultures that value competitiveness, independence, and autonomy, exposing one's professional deficiencies or weaknesses in the context of a mentoring relationship could derail rather than develop an early-career faculty member (Boice, 2000). Junior faculty members are especially vulnerable to being stigmatized in academic settings in which mentoring is not embraced as a cultural value or accepted as a core academic responsibility.

Mentoring Format

The traditional school of thought views mentoring as a spontaneous human phenomenon in which any effort to formally manage the process negates the chemistry or magic believed to be inherent to these relationships. Daloz (1999) discredited the mystique associated with mentors and mentoring relationships: "What makes the difference is [the mentor's] willingness to care" (p. 20). In academe, Carr et al. (2003) echoed Daloz's position and emphasized the role mentoring serves in fostering a caring and collegial community. Murray (2001) indicated that those who cling to the traditional view of mentoring are few in number and noted that these intensely close, informal relationships are actually rare in contemporary society.

Opinions continue to differ, however, about how best to level the playing field for those traditionally excluded from informal systems of mentoring. The first wave of formal mentoring programs in the 1970s and 1980s has been attributed to organizations' (Gunn, 1995; Murray, 2001) and academic institutions' (Davidson, Vance, & Niemeier, 2001; Tenner, 2004; Touchton, 2003) attempting to improve cultural diversity within their ranks; specialized programs were designed exclusively for women and/or minorities to foster their equitable treatment, promotion, and retention.

Yet there is growing concern in business and academe that preferential treatment vis-à-vis segregated mentoring programs can detract from the mainstream acceptance of mentoring as a cultural value (Lindenberger & Zachary, 1999). Fully

inclusive mentoring programs go beyond narrowly drawn affirmative action goals and create an organizational culture that empowers all members to succeed. Thus, access to mentoring is extended to other groups who encounter barriers to mentoring (e.g., persons with disabilities; those with strong ethnic or religious affiliations; gay, bisexual, and transgender individuals).

New Mentoring Paradigms

Although the dimensions and key characteristics of mentoring remain salient (Carr et al., 2003), 21st-century mentoring relationships are no longer framed within a singular and hierarchical apprenticeship model. The new realities of our knowledge-based economy dictate that individuals seek career information and guidance from a variety of sources (Kreitner & Kinicki, 2004). One mentor is no longer adequate to meet the full complement of another's technical and personal needs in the context of modern society. Dynamic organizational change, increased specialization and innovation, and the acceleration of technological advances prescribe a new mentoring paradigm in which mentoring relationships are pluralistic and reciprocal.

The new mentoring paradigm is epitomized by multiple mentoring relationships, which have been described in the literature as constellations (Luna & Cullen, 1995) or mosaics of supportive relationships (Carr et al., 2003). The concept of multiple mentoring encourages individuals to draw support from a diverse set or team of mentors. In essence, a network rather than an individual provides the functions associated with mentoring. In academe, Chesler and Chesler (2002) emphasized "the possibilities of 'distributed mentorship,' which includes as mentors both senior and junior colleagues, people inside as well as outside the academy, and electronic media as well as personal connections" (p. 52).

Within the context of multiple mentoring, reciprocity supplants hierarchy (Darwin, 2000; Gunn, 1995; Murray, 2001). Young adults are more educated, more technologically savvy, and more acquiescent to innovation than previous generations. Hence, mentoring has evolved into a process of partnerships in which individuals engage in the two-way transfer of information and skills, fluidly reversing the roles of mentor and mentee as warranted by the experiences each brings to the relationship.

It is unclear who first introduced the term *mentee* within business literature, but it appears to have emerged to represent an egalitarian rather than a subordinate relationship with a mentor. Luecke (2004) considered *mentee* to be another disdainful example of "business-speak" (p. 78), whereas others appear to prefer its usage over *protégé* (masculine) or *protégée* (feminine) as more representative of a reciprocal rather than a hierarchical relationship with a mentor.

Formal Mentoring Programs

Formal mentoring programs are one approach to providing individuals with a venue to begin to cultivate multiple mentoring relationships. Literature in business and academe emphasizes that formal programs should not be viewed as substitutes for informal mentoring (Carr et al., 2003; Chesler & Chesler, 2002; McCauley & Van Velsor, 2004; Ragins & Cotton, 1999). Rather, formal programs are professional development vehicles through which mentees not only receive support but, more important, become connected to other networks of mentors. This feature of formal mentoring programs is especially relevant to women, minorities, and other

groups in helping overcome barriers that have traditionally inhibited them from developing informal mentoring relationships on their own (Boyle & Boice, 1998; Ragins & Cotton, 1999).

Although Kram (1985) did not examine formal mentoring programs in the context of her seminal work on mentoring relationships in organizational life, she cautioned against engineering mentoring relationships for fear of employees' feeling coerced into unwanted relationships, employees' being anxious and uncertain about expectations, and the lack of commitment between pairs because the relationships were not self-initiated. Noe (1988) conducted one of the first studies to investigate the determinants of successful assigned mentoring relationships. Using an instrument designed to assess career and psychosocial outcomes, he surveyed 139 educators at nine sites across the United States who aspired to advance to administrative positions (e.g., principal, superintendent) and were participating in comprehensive personal and professional development programs. Noe did not find any evidence to support Kram's concerns regarding the perils of formal mentoring programs but did find that mentees in informal relationships reported more career-related support.

Noe (1988) suggested that organizations should not expect the same type of benefits from assigned relationships as they would from informally established relationships, possibly because of less interaction between formal pairs and the shorter duration of formal relationships. He additionally proposed that certain characteristics of formal mentoring programs, such as clarity of program goals and mentor training, may be more important determinants of the success of the relationships than the chemistry of the pair.

Chao et al. (1992) conducted one of the most extensive studies of mentoring relationships, integrating the type of participation (formal, informal, or none), the functions served by mentors (psychosocial and career-related functions), and the outcomes of the mentorships (organizational socialization, job satisfaction, and salary). Data examined were part of a longitudinal study of the career development of alumni from a large midwestern university and a small private institution. Surveys were returned from 212 alumni involved in informal mentoring relationships, 53 in formal mentoring programs, and 284 who did not report having mentors.

Protégés in informal relationships reported more career-related support and higher salaries than protégés in formal mentoring programs. Chao et al. (1992) acknowledged the possibility that interpersonal differences among the three groups may have skewed results. A number of studies have suggested that high performers are afforded more access to informal mentoring than average or low performers (Allen, Poteet, & Russell, 2000; Kram, 1985; Ragins, 1999; Turban & Dougherty, 1994), thus accounting for some of the advantages attributed to the groups involved in informal mentoring relationships.

Chao et al. (1992) concluded that the more that formal mentoring programs mirror informal relationships, the more favorable the outcomes. In contrast, Allen, Eby, and Lentz (2006b) suggested moving beyond simulating informal relationships and incorporating features within mentoring programs that are not typically part of informal relationships, such as an orientation session and ongoing developmental training.

The question of superiority between informal relationships and formal mentoring programs continues to be debated, but that does not appear to be the central concern within the literature. Most researchers concede that contemporary workplaces do not afford all of their members equitable access to informal mentoring relation-

ships; therefore, some type of institutional intervention is deemed as necessary. Establishing a formal mentoring program is one organizational approach.

The most common formal mentoring model is a one-to-one arrangement (Chesler & Chesler, 2002; Daloz, 1999; Luecke, 2004; McCauley & Van Velsor, 2004; Murray, 2001). Either mentees are assigned more senior mentors, or they select mentors from a pool of more senior candidates, on the basis of a range of common characteristics. Reasons cited for assigning mentors are concern that personality differences among mentees may inhibit some from approaching more senior colleagues without being invited to do so (Turban & Dougherty, 1994), or mentees may be unable to determine who would best fit their needs (Boyle & Boice, 1998). Conversely, advocates of mentees' selecting mentors emphasize the importance of mentees' having input in the process, because their developmental agenda will ultimately define the relationships (Allen, Eby, & Lentz, 2006a; Wilson, Valentine, & Pereira, 2002). There is agreement that pairing should be avoided if a mentor has evaluative authority over a mentee. It is possible for someone who serves in a supervisory capacity to be an effective mentor, but in most cases, there is an unavoidable conflict of interest in being an evaluator and a mentor.

Boyle and Boice (1998) indicated that the cross-departmental pairing of new faculty members is less political than interdepartmental assignments because of the nature of promotion and tenure decisions. In contrast, Tillman (2001) found that departmental pairings in cross-race relationships were preferred because they allowed for support directly related to the tenure and promotion process. Both views have merit. Further investigation of this issue in higher education is especially warranted in view of faculty stewardship's resting primarily within academic departments.

Peer mentoring is a mentoring model in which participants are equals or colleagues of comparative status. Peer-to-peer mentoring capitalizes on the empathy that is derived from shared experiences (Chesler, Single, & Mikic, 2003; Luecke, 2004), but this format has drawbacks, because participants are limited in their depth and breadth of experiences (Chesler & Chesler, 2002; McCauley & Van Velsor, 2004). Group or collaborative mentoring is a variation of peer mentoring in which a more senior colleague facilitates interaction among a small group of peers; participants learn from one another as well as from the more senior group member (Carr et al., 2003; Paloli, Knight, Dennis, & Frankel, 2002). Both peer and group mentoring programs are formats that have the potential to provide women, non-White men, and other minorities with access to same-culture mentoring in environments in which White men represent the majority. Collective mentoring, the inverse of group mentoring, is framed within a community orientation and has been cited as well suited to academic cultures:

Collective mentoring is an evolution of the multiple mentor/single mentee model whereby senior colleagues and the department take responsibility for constructing and maintaining a mentoring team. Thus mentoring becomes neither an individual one-on-one activity, nor one solicited and designed solely by the protégé. Instead, an entire department or organization must establish and ensure the effective mentoring and performance of . . . young professionals. (Chesler & Chesler, 2002, p. 52)

Angelique et al. (2002) cited an innovative mentoring process dubbed "musing" that is best described as a hybrid of the peer and collective mentoring models. The

format was conceptualized by a faculty member at a branch campus of a large public university to promote collegiality and to provide peer support for junior faculty members. This voluntary group, the New Scholars Network, comprised faculty members across ranks and across disciplines and provided members both personal and professional support. The New Scholars Network is not institutionally supported and functions from a “feminist standpoint” (p. 204), although the group is predominantly male.

Mentoring in this context is collaborative, dynamic, and humanistic in theory, which is why the term *musings* was chosen to describe the relationships. The foundations of musings involve the connections of naturally developing relationships, the valuing of interdisciplinary differences as a source of enrichment, the implementation of “shared power” (Angelique et al., 2002, p. 207), and the development of both professional and personal relationships. The authors reported that this program has been successful in promoting achievement and satisfaction in the workplace because it recognizes the subjectivity of faculty members instead of merely trying to socialize new faculty members into an existing situation. This model conceptualizes mentoring as empowering new faculty members rather than assimilating them into the existing hierarchical academic system. Yet no evidence other than anecdotes was provided to qualify the benefits attributed to this very unique and interesting model; such follow-up would contribute to mentoring discourse significantly.

Snelson et al. (2002) described a faculty mentoring program at Kent State University’s School of Nursing that similarly frames a program format within the context of an ideology, that is, a caring theoretical model. Caring can be defined as a feeling of concern or interest in a person, place, or thing, and the action of caring can enhance an emotional state (Benner & Wrubel, 1989; Watson, 1988). This program, funded by the Dean’s Office of the College of Nursing, paired experienced faculty members with new nursing faculty members, and results drawn from self-reported assessments were positive: This caring theoretical perspective for mentoring assisted new faculty members with assimilation of the culture of the organization by providing valuable interactions with experienced faculty members.

Although very descriptive, Snelson et al.’s (2002) study did not involve a research design; it was an evaluative study rather than interpretive. According to Mertens (2005), evaluation is most commonly associated with the need for data to inform decision making in a specific setting, whereas research is more typically associated with generating new knowledge that can be transferred to other settings. Thus, similar to Angelique et al. (2002), Snelson et al. described an innovative mentoring model but did not provide a level of program analysis to create new knowledge that can be generalized to other settings.

Mentoring Consortia

In recent years, consortia and national mentoring programs have emerged as alternatives to traditional single-institution faculty mentoring models. In these cases, mentoring is cross-institutional rather than institutional. Girves et al. (2005) found that consortia and national collaborations have the advantages of pooling resources and scaling successful intervention programs to affect more individuals than would otherwise be possible by an institution acting alone.

The American Psychological Association's Society for the Teaching of Psychology offers an electronic mentoring service that provides an example of a professional organization attempting to meet the mentoring needs of new or junior faculty members. Faculty members are matched with more senior colleagues with similar interests from other institutions, which provides a safe outlet for junior faculty members to discuss concerns outside the political milieus of their home institutions. Although it is open to both men and women, the majority of faculty members taking advantage of this service are women in tenure-track positions seeking assistance with career planning, looking for advice on teaching, or wanting to be introduced to other minority colleagues (Beans, 1999).

The Committee on the Advancement of Women Chemists (COACh) is a national organization whose goals are to increase the number of female chemists entering academic chemistry, support their advancement, and increase their representation in positions of leadership (Sylwester, 2005). With support from the Camille and Henry Dreyfuss Foundation, the National Science Foundation (NSF), and the U.S. Department of Energy, COACh conducts studies to identify factors that are contributing to the small number of women in the field, provides training and networking forums to help academic female chemists achieve their professional goals, and sponsors programs that can be used across all science (Richmond, 2002). Workshops address topics such as successful negotiation, handling difficult situations, advancement in academe, and leadership skills. Although the focus of COACh is the advancement of women in academic chemistry, membership is open to men and women. In a study of women participating in COACh workshops, 95% reported returning to their institutions and providing mentoring to other women on the basis of the new skills they had acquired.

ADVANCE: Increasing the Participation and Advancement of Women in Academic Science and Engineering Careers is a program sponsored by the NSF (2005) that provides funding to promote institutional transformation in science and engineering fields by increasing the participation, success, and leadership of female faculty members. Since 2001, the NSF has awarded up to \$3 million to over 30 universities in the form of institutional transformation awards, leadership awards, and partnership for adaptation, implementation, and dissemination awards. The NSF seeks creative strategies from institutions and individuals to achieve the goals of the ADVANCE program. Among other things, many of those institutions receiving funding provide female faculty members in science and engineering with the opportunity to network, receive mentoring from other female colleagues, and participate in professional development workshops. Other features of ADVANCE programs have included individual grants for female faculty members in science and engineering to support their research and academic career advancement.

The Women in Engineering Leadership Institute (WELI) is a grassroots effort formed in 2001 to provide professional development, mentoring, and networking opportunities for female faculty members in engineering. WELI was established as an outcome of the 2000 NSF Women in Engineering Leadership Conference to encourage female doctoral candidates to consider academic careers, to enhance leadership skills among female faculty members, and to serve as a clearinghouse for information supporting the advancement of women in academic engineering (Davidson et al., 2001). Serving as an umbrella organization, WELI coordinates

and facilitates activities across a number of academic institutions in the United States and Canada (Rover & Vance, 2003).

Three of the four examples of consortia mentoring models cited in this review were established to support the academic careers of women in science or engineering. These approaches are counter to earlier referenced concerns that segregated programs detract from mentoring being accepted as a cultural value. The availability of these mentoring resources would imply that the need for national intervention in disciplines in which women are underrepresented supersedes any potential local social stigma. The same logic could be applied to minorities who are also underrepresented in science and engineering; however, examples of such were not identified during this review.

Alternatives to Mentoring

The limitations and challenges associated with mentoring programs have led the private sector to explore structured alternatives. A career management and assessment system (CMAS) is one alternative approach to mentoring that may provide more equitable career opportunity across an organization (Dreher & Dougherty, 1997). Citing the roles of opportunity, ability, and motivation in career success, Dreher and Dougherty (1997) proposed that a high-quality CMAS systematically replicates those career functions associated with mentoring that increase an employee's likelihood of advancement: sponsorship, exposure, visibility, coaching, protection, and challenging assignments. Strategic programs, activities, measurement, and feedback processes afford uniform opportunity to all members.

Framed within a progressive, employee-oriented human resource management strategy, this centralized corporate approach would be difficult to implement uniformly within an academic culture, in which more autonomy and authority are delegated to the disciplines rather than to central administration (Bergquist, 1991). One could further argue that such a system is one dimensional and overlooks the psychosocial value of mentoring. Dreher and Dougherty (1997) did not address psychosocial concerns within the workplace or provide any evidence as to the outcomes associated with a CMAS.

Review of Faculty Mentoring Program Studies

The general discourse on mentoring continues to expand both in business and academe, but has systematic inquiry of formal faculty mentoring programs improved in the 14 years since Wunsch (1994) underscored the paucity of research on this topic? A thorough review of academic literature reveals that studies of formal faculty mentoring programs that use research designs and include descriptions of the mentoring program models continue to be rare. Two cross-institutional studies were identified in which subjects were members of professional organizations who self-identified as either having participated in formal or informal mentoring relationships or not having any mentoring relationships, but neither met the criteria of this review. Wilson et al. (2002) surveyed new social work faculty members identified through the Council on Social Work Education to determine perceived benefits of mentoring relationships. Although the study did not describe the models of the formal mentoring programs in which the faculty members participated, thus not meeting the criteria of this review, data generated through interviews did suggest that formal mentoring program factors such as being able to select one's mentor

rather than being assigned, having similar professional interests, the frequency of meetings, and organizational support contributed to perceptions of success.

Schrodt, Cawyer, and Sanders (2003) conducted a similar study surveying faculty members who were members of the National Communication Association. A statistical analysis of the survey results indicated that faculty members who self-reported participating in mentoring relationships indicated greater satisfaction with their socialization to their new environment. However, it was not possible to differentiate between those who participated in formal versus informal relationships because of the small number of participants involved in formal programs. These two studies underscore the limitations of mentoring scholarship with regard to formal cross-institutional faculty mentoring; they were based on self-reported data drawn from small samples that focused on perceptions of satisfaction with mentoring relationships, without providing sufficient description of the formal mentoring models.

A third cross-institutional study excluded from this review examined the mentoring experiences of African American faculty members from two predominantly White research institutions located in the Midwest (Tillman, 2001). One university did not have an institutional policy toward mentoring; mentoring was practiced informally among faculty members within the same departments. At the second institution, mentoring was reportedly formalized; each new untenured faculty member was assigned a three-member tenure review committee within his or her department. Tillman determined that same-race mentoring relationships provided more psychosocial support than cross-race relationships, underscoring the need for African Americans to form both organizational and developmental relationships within their institutions.

But no differences were identified between the informally and formally mentored groups, largely as a result of there being no evidence that the practice of assigning a tenure review committee actually constituted a "mentoring program." The requirement for the committees to meet once a year and submit annual reports to the department chairs on the progress of the junior faculty members were the only common experiences among faculty members who were classified as participating in formal mentoring relationships. Tillman (2001) acknowledged that the assignment of a mentor, in and of itself, does not constitute a mentoring program. So consequently, although Tillman's study contributed valuable information to the field of mentoring as it relates to African Americans, unfortunately, it does not contribute substantially to our understanding of formal mentoring programs.

Seven studies of faculty mentoring programs were identified in the literature that had research designs, included sufficient descriptions of the mentoring program models, and were conducted within the past 10 years in the United States. Table 1 identifies the investigators, the organizational sponsors of the mentoring programs, the methodologies, and the conclusions of the studies.

Only one cross-institutional study was identified that met the criteria of this review. Chesler et al. (2003) cited a unique intervention program that provided networking and mentoring opportunities for women within an unconventional forum. The concept for this program grew from the premise that activities that foster peer mentoring and community building may be more likely to meet the needs of female faculty members than traditional relationships (Chesler & Chesler, 2002). Sponsored through the NSF and the Engineering Information Foundation, this

TABLE 1
Faculty mentoring program studies

Study	Organizational Design	Methodology	Conclusions
Benson et al. (2002)	Discipline-based (medicine): Medical College of Pennsylvania and Hahnemann University (NCLAM)	Case study of 33 junior faculty members and 88 senior faculty members with mixed-method analysis of program: participant postassessment surveys and statistical analysis of publication and retention data vs. control group	Self-reported increase in level of satisfaction and productivity, greater retention of junior faculty members, particularly minority faculty members, compared with control
Bower et al. (1998)	Discipline-based (medicine): Medical College of Wisconsin formal faculty mentoring program	Case study of 18 junior faculty members with mixed-method analysis of mentor characteristics: participant postassessment surveys and statistical analysis of survey data/ Daloz model	Characteristics of mentors in relationships highly recommended by mentees correlate with Daloz mentoring model of balancing support/challenge/ vision
Boyle and Boice (1998)	Institutional: large, public, comprehensive university	Case study of 25 junior faculty members with mixed-method analysis of program: MI assigned based on interviews and observed behaviors statistically compared to MI assigned control group	MI of formal mentoring pairs significantly higher than informal control group indicating more involved relationships over longer period of time
Cawyer et al. (2002)	Discipline-based (communication): large midwestern Doctoral 1 research university	Case study of one junior faculty member using field notes and interviews; multiple coders using constant-comparison method of analysis	Five mentoring characteristics were found to affect socialization: bonding, social support, professional advice, history, and accessibility

TABLE 1 (continued)

Study	Organizational Design	Methodology	Conclusions
Chesler et al. (2003)	Cross-institutional and discipline-based (engineering): NSF/ Engineering Information Foundation female faculty member outdoor-adventure professional development program	Case study of 14 junior faculty members using reflective self-reports and observations; a deductive coding frame was applied for evidence of informational, psychosocial, and instrumental benefits	Self-reported increase in confidence, improved perspective on personal and professional environments, and increased community and trust
Paloli et al. (2002)	Discipline-based (medicine): East Carolina University, Brody School of Medicine (NCLAM)	Case study of 18 junior faculty members with mixed-method analysis of program: participant pre- and postassessment surveys and statistical analysis of learning objectives data	Self-reported improved professional skills, satisfaction, and retention
Wingard et al. (2004)	Discipline-based (medicine): UCSD (NCLAM)	Case study of 67 junior faculty members with mixed-method analysis of program: participant pre- and postassessment surveys, statistical analysis of retention and return-on-investment data vs. control group	Self-reported improved confidence in skills and roles, improved retention at UCSD, retention in a career in academic medicine, and program cost-effectiveness compared with control

Note. MI = mentoring index; NSF = National Science Foundation; NCLAM = National Center of Leadership in Academic Medicine; UCSD = University of California, San Diego.

3-day program coupled outdoor-adventure education with the development of communication and leadership skills for the purpose of initiating lasting mentoring relationships. Participants were tenure-track female faculty members in engineering from New England selected from a pool of 24 colleges and universities; several distinguished senior faculty women also attended.

Assisted by Outward Bound professionals, the women engaged in a series of physical challenges, including a "high ropes course," hiking, and rock climbing, to practice team building and conflict management skills. Sessions also included personal reflection, discussion with the senior female faculty members on topics ranging from the tenure process to maintaining a balance between academic and home life, and the opportunity to discuss and critique writing samples. On the basis of the qualitative assessment of written reflections and observations by the authors during activities and small group discussions, the authors reported informational, psychosocial, and instrumental benefits. Participants reported increased confidence, improved perspective on their personal and professional environments, and increased community and trust.

One year after the completion of the workshop, many participants still kept in touch with one another, either in person or through e-mail; they maintained both personal and professional correspondence and assisted one another through shared reflection and discussion. Many women also kept in touch with the senior faculty women who had participated in the program, thus sustaining their multiple mentoring relationships. Chesler et al. (2003) claimed that the positive outcomes attributed to this program may contribute to improved retention and advancement and indicated that such would be investigated through a longitudinal study. No mention was made of a control group. Hopefully, the follow-up longitudinal study will include comparison with a control group, which would enhance the significance of the study outcomes.

Only one study of an institutional faculty mentoring program was identified as part of this review. Boyle and Boice (1998) studied 25 pairs of faculty members from across the sciences, social sciences, and humanities at a large, comprehensive university; the faculty pairs volunteered to participate in a systematic mentoring program that was funded by the Federal Fund for Improving Post-Secondary Education. Using a uniquely designed mentoring index, Boyle and Boice assigned criterion-based scores to mentoring pairs on the basis of weekly observations and interviews. The nature and regularity of meetings, the reported quality of interactions and compatibility, and indicators of professional growth and reciprocity were factored into the ratings.

The mentoring index scores of the 25 pairs were found to be significantly higher than those of a control group of new faculty members involved in spontaneously occurring mentoring relationships. The formal mentoring pairs and control pairs were volunteers rather than randomly assigned; therefore, it is unknown whether differences between the two groups contributed to study outcomes.

Boyle and Boice (1998) concluded that well-planned, simply structured, and continuously assessed programs allow mentors and mentees to dedicate more time to mentoring and consequently derive more benefits from these relationships than if they were participating in informal arrangements. These findings are contrary to those of a number of studies conducted in the business sector that posited that informal mentoring relationships provide more significant career outcomes for mentees than formal mentoring programs (Chao et al., 1992; Noe, 1988, Ragins & Cotton, 1999). It is important to note that much that we know about mentoring has been generated from research within corporate cultures. The highly contextual nature of mentoring, combined with the idiosyncrasies of the academic culture, leads one to begin to question if observations made within the business sector are transferable to academic cultures.

The remaining five research studies of faculty mentoring programs identified within the literature were discipline specific: four were in academic medicine and one was in communication. Three of the four studies in academic medicine were from institutions that were selected as National Centers of Leadership in Academic Medicine (NCLAMs) by the Department of Health and Human Services: East Carolina University, Hahnemann University, and the University of California, San Diego (UCSD). One can assume that the concentration of faculty mentoring program research in academic medicine is related to funding provided by the NCLAM program and to federal grant specifications that prescribe the public dissemination of measurable outcomes. Current and projected shortages of women and underrepresented minorities in the sciences have influenced the federal government as well as professional organizations to support initiatives that show promise of attracting and retaining women and minorities in medicine, science, and engineering.

The Brody School of Medicine at East Carolina University was designated an NCLAM and developed a mentoring program to promote the career advancement of junior faculty members in academic medicine (Paloli et al., 2002). A collaborative 8-month peer mentoring program was offered twice from 1999 to 2001. The goals of this program were to create an environment of support and guidance for achieving career satisfaction and advancement, to foster increased awareness of faculty members' career goals, to facilitate planning for faculty members to reach career success, to assist faculty members in developing the required skills for goal achievement, to promote increased awareness of gender and power issues in relation to achievement of career goals, and to facilitate a team-building collegiate approach for faculty members. This program was based on Carl Rogers's theoretical learning principles, which advocate the provision of a safe and supportive learning environment (Lyon & Rogers, 1981), and adult education theory, which suggests that learners need to perceive the relevance of material to learn most effectively (Cross, 1981). The 18 junior faculty members who participated in the program developed "skills related to career planning, scholarly writing, oral presentation, gender and power issues, negotiation, and conflict management" (Paloli et al., 2002, p. 383). The program also promoted faculty members' retention through improved satisfaction in their work and an improved understanding of the nature of academic medicine. Although the lack of a control group limits the utility of this study, the authors suggested that this collaborative approach is superior to the dyadic approach because it was self-empowering, collaborative, and experiential for the adult faculty members.

In contrast to a collaborative approach, Benson, Morahan, Sachdeva, and Richman (2002) described the effects of a two-tiered mentoring strategy at the Medical College of Pennsylvania and Hahnemann University that was implemented after being designated an NCLAM and during the reorganization of an academic medical center. The first tier of the program involved pairing a new faculty member with a more senior person. After a period of time, this initial mentor helped the mentee find other mentors with different strengths within the organization for the second tier of the program. The authors reported that 20% of junior faculty members and 30% of senior faculty members participated, with the majority indicating a high level of satisfaction with the program. Compared with the 80% of the new faculty members who did not accept the investigators' invitation to participate in this program, publication productivity increased, and there was a trend

toward the increased retention of minority faculty members among those who did participate. Because participants were self-identified volunteers and not randomly assigned, it is unknown whether differences between this group and the larger population of new faculty members contributed to study outcomes.

Among all the studies reviewed, Wingard, Garman, and Reznik (2004) described the most highly structured faculty mentoring program. UCSD developed a formal mentoring program for junior faculty members in academic medicine as a result of being chosen as an NCLAM. This 7-month program included weekly half-day workshops for junior faculty members, the completion of a professional development contract, and regular meetings with senior faculty members. In return for this time investment, each participant's department was compensated at the rate of 5% of base salary while in the program. Four outcomes associated with participation in the mentoring program were assessed: improved confidence in skills, retention at UCSD, retention in a career in academic medicine, and cost-effectiveness. After completing the program, the participants reported increased confidence in skills needed for academic success. The cohort of 67 junior faculty members who completed this program between 1999 and 2002 demonstrated higher than average retention rates at both UCSD (85%) and within academic medicine (93%) compared with national faculty retention data obtained from the Association of American Medical Colleges. Therefore, Wingard et al. concluded that the implementation of the faculty mentoring program was cost effective because the improved retention rates led to a significant savings in recruitment costs.

Two of the three studies that pertained to programs that were established as NCLAMs provided evidence of better rates of retention relative to a control group; however, Wingard et al.'s (2004) study was the only one that quantified the return on investment of their mentoring program by comparing mentoring program expenses with the average cost of recruiting a faculty member in academic medicine. This differentiation in methodology resulted in Wingard et al.'s study being included in Sambunjak, Straus, and Marusic's (2006) systematic review of mentoring literature in academic medicine. Sambunjak et al. reported that their review "included all study designs except qualitative studies" (p. 1104), without explanation. "Minimum inclusion criteria were a description of the study population and availability of extractable data" (p. 1104).

This underscores another challenge associated with the study of mentoring: qualitative methods are better suited to exploring the complexity of relationships (Mertens, 2005), but qualitative studies are not universally accepted within the academic community as empirical or evidence based. A lack of agreement also exists with regard to what qualifies as quantitative data. Each of the NCLAM studies used mixed-method designs that included both qualitative and statistical methods; however, Wingard et al.'s (2004) study was the only study of a formal mentoring program in academic medicine that Sambunjak et al. (2006) reported as being able to extract quantitative data. All of the remaining studies included in Sambunjak et al.'s review of mentoring in academic medicine related to informal mentoring relationships.

One additional study was identified that supported the use of structured faculty mentoring programs to socialize new faculty into academic medicine. The Medical College of Wisconsin instituted a formal mentoring program on the basis of the mentoring model of Laurent A. Daloz, who advocated that mentors balance the degree

of support, challenge, and vision provided within mentoring relationships (Bower, Diehr, Morzinski, & Simpson, 1998). Although not designated an NCLAM, the formal mentoring program was partially funded by grants in faculty development in family medicine from the Department of Health and Human Services.

The program consisted of senior departmental faculty members who received mentoring training and then were assigned protégés for 2 years. Although only half of the 18 assistant professors who participated reported that they would recommend their mentors to other junior colleagues, the study found that “the Daloz challenge-support-vision model helps to explain the interactions of effective faculty mentors in academic medicine” (Bower et al., 1998, p. 596). The behaviors of mentors in relationships that were highly recommended to others by their mentees were classified as “high support/high challenge.” On the basis of Daloz’s model, support was defined as activities that affirm the value of a person, and challenges were behaviors that motivated one to go beyond his or her comfort zone.

A puzzling aspect of this study is why Bower et al. (1998) did not address the marginal mentoring outcomes; that is, why half of the mentees would not recommend their mentors to other colleagues. Did mentors receive sufficient training? Did this model include oversight of mentoring relationships by a third party? The lack of explanation or discussion of this phenomenon, as well as a lack of a control group, detracts from the potential applicability of this study.

Last, Cawyer et al. (2002) described the only discipline-specific study outside of academic medicine: a case study of one new communication faculty member participating in a formal departmental mentoring program. The study explored the relationship between mentoring and faculty socialization. The participant maintained field notes over a 16-week period describing and reflecting on her experiences. To extend the data beyond the field notes, interviews were conducted with the participant, the assigned mentor, and two faculty members with whom the participant had developed informal mentoring relationships. Interviews with two other faculty members who were also in their first semesters of employment were conducted to validate the experiences of the participant. Whether these individuals were randomly selected and the size of the population from which they were selected are not known.

The results suggested that certain aspects of formal and informal mentoring eased the anxiety of organizational adjustment. Although the focus on the experiences of one individual limits any generalizations that may be drawn from this study, Cawyer et al. (2002) stated that the “findings indicate that while formal mentoring may be beneficial for facilitating socialization, it is likely that an attitude of mentoring (i.e., willingness to mentor newcomers) among faculty rather than isolated relationships is the primary advantage of mentoring programs” (p. 236). Gibson’s (2004) study of female faculty members similarly found that having a departmental culture committed to the success of faculty members fostered the prevalence of mentoring, and Gibson recommended more in-depth investigation of what constitutes a mentoring culture.

Context or culture is a variable that existing formal mentoring program studies have yet to explore in depth. In corporate settings, Hegstad and Wentling (2005) noted the potential impact of organizational factors on the effectiveness of mentoring programs but acknowledged that the examination of organizational culture has been underdeveloped in empirical mentoring literature.

Discussion

All of the faculty mentoring program studies examined during this review reported varying degrees of positive outcomes; however, Clutterbuck and Lane (2004) recommended caution in oversimplifying the outcomes of mentoring studies. It is difficult to isolate all the individual variables involved in one's professional and personal development. Consequently, even those few studies identified with quasi-experimental designs (Boyle & Boice, 1998; Benson et al., 2002; Wingard et al., 2004) lacked the requisite randomization of subjects and control groups to establish causal relationships between mentoring, productivity, and career success.

On the basis of this review of the literature, it appears that discourse on mentoring continues to garner interest, but the sophistication of research on formal faculty mentoring programs has not significantly improved over the past decade. The same methodological issues identified by Wunsch (1994) continue to afflict mentoring scholarship: the prevalence of evaluative rather than research-based studies, research designs involving small samples or a single case study, the lack of control groups, and the lack of longitudinal studies.

Key Program Variables

Most notable in recent years has been the wide range of experiences that have been described as "formal mentoring programs" in the literature. Variables that have been found in the literature to distinguish mentoring programs include the organizational sponsors, the length of relationships, the mentoring models, the methods of selection and matching, and the degrees of training, structure, and monitoring. Table 2 lists the descriptions or the operational definitions of the formal faculty mentoring programs cited in this review. Very few programmatic similarities existed among the seven studies. In fact, the programs were more different than similar. Attempting to make any comparisons between the formal faculty mentoring studies presented within this review is akin to comparing apple juice, apple sauce, and apple pie.

Allen et al. (2006b) noted that the popularity of formal mentoring programs within the business community has been based more on speculation rather than empirical evidence. As this review demonstrates, formal mentoring program models vary widely among academic institutions, yet little is known in business or academe as to why certain practices are favored or thought to be more effective than others. According to Allen et al., "with practice leading science in this regard, our lack of empirical research regarding formal mentoring programs represents a major gap in the mentoring literature" (p. 126).

Program Success Factors

Although empirical research on existing mentoring programs is limited, there is no shortage of "how to" literature in both business and academe that cites "best practices" or factors associated with the success of formal mentoring programs. Table 3 is a compilation of mentoring program success factors most frequently referenced within descriptive, evaluative, and research-based literature.

Several success factors that had been considered to be widely accepted have been challenged in recent years. For example, Kram (1985) emphasized the importance of voluntary participation in mentoring programs for both mentors and

TABLE 2
Operational definitions of mentoring programs

Study	Mentoring Program Models
Benson et al. (2002)	School-based (medicine); two-tiered; voluntary; one-to-one pairing; junior faculty member assigned a senior faculty mentor in 1st year to orient to new environment; complete personalized agreement; no dictated structure; assist mentee in identifying mentor in 2nd year to support career development through promotion to associate professor; mentee determines frequency of contact and length of second-tier relationship; low degree of monitoring
Bower et al. (1998)	School-based (medicine); 2 years; voluntary; one-to-one pairing; theoretical framework (Daloz); mentors attend 1-hour orientation; no dictated structure; mentee determines frequency of contact; low degree of monitoring
Boyle and Boice (1998)	Institutional; yearlong; voluntary; mentors received small stipend; cross-departmental; one-to-one pairing; highly structured; complete contract; commit to weekly contact; monthly 1-hour sessions; keep journal; closely monitored
Cawyer et al. (2002)	Departmental (communications); first semester of employment (16-week period of unspecified overall period); mandatory for mentee; one-to-one pairing; department automatically assigns new faculty member a senior faculty mentor; unclear if mentors volunteer; no dictated structure; mentee determines contact; low degree of monitoring
Chesler et al. (2003)	Cross-institutional; discipline based (engineering); limited to women; 3-day, live-in intensive experience; application-based; small matching travel funds required from institution (program fee); peer/group mentoring; theoretical framework (Outward Bound Leadership Program for Professional Women); highly structured physical and professional development experiences; closely monitored
Paloli et al. (2002)	School-based (medicine); 8 months, 80 hours; application based; required permission of chair; peer/group mentoring; theoretical framework (Rogers and adult education); 3-day orientation; highly structured; six full-day skill and career development sessions once a month; closely monitored
Wingard et al. (2004)	School-based (medicine); 7 months; voluntary or nominated by chair; department compensated 5% of mentee's base pay; one-to-one pairing; complete contract; highly structured; weekly half-day workshops; closely monitored

mentees to reduce the risk for destructive relationships. However, Allen et al. (2006a) determined that the voluntary nature of mentoring programs may be more important to mentors. No significant difference was determined between mentees who were mandated and those who volunteered to participate in formal mentoring programs within four different organizations in health care, manufacturing, oil, and technology.

Such findings are important because mandated mentoring programs for mentees could counter misconceptions about formal programs being selective or remedial. Understandably, it would be ill advised for a mentor to be an unwilling participant in a mentoring program. Boyle and Boice (1998) offered their faculty mentors a small summer stipend, believing that an incentive was necessary to recruit mentors. Surprisingly, Boyle and Boice found that recruiting mentees proved to be more challenging. Reasons cited by new faculty members for not being interested in the mentoring program included being too busy or not believing that they needed or could benefit from the program. Boyle and Boice's findings provide support for requiring new faculty members to participate in mentoring programs, but admittedly, this appears to be a minority opinion in the literature at this time. In Wingard et al.'s (2004) study, departments were reimbursed 5% of mentees' base pay over the course of the program, thereby purchasing "release time" for the junior faculty members. It is unknown what impact this practice had on mentee participation in Wingard et al.'s study. Departmental-focused incentives may be particular to clinical departments within academic medical centers to counter the negative financial consequences of reduced clinical hours.

Strategies for matching mentoring pairs are another factor that remains unclear within the literature. In fact, evidence can be found in business and academe for both departmental and cross-departmental pairing. Advocates of departmental pairing emphasize professional compatibility in academic settings (Tillman, 2001) and increased opportunity for interaction in business settings (Allen et al., 2006a). However, Boyle and Boice (1998) noted the possible negative consequences on tenure and promotion decisions in academe when mentoring pairs are from the same department. Allen et al. found evidence in the corporate sector that having a voice in the selection process was a more significant predictor of satisfaction for both mentors and mentees than whether the mentor was from the same or a different department. By having a voice in the matching process, mentors and protégés may have greater motivation to maximize the experience and start to invest in the relationship prior to its official beginning. A corresponding study isolating this variable in higher education literature was not found. Comparing outcomes of departmental versus cross-departmental matching in formal faculty mentoring relationships would provide valuable insight on this issue that continues to be vexing in academe.

Recent literature is relatively consistent in identifying mentoring program success factors but is less clear in determining how one measures the "success" of a formal mentoring program. Peluchette and Jeanquart (2000) questioned the tendency of mentoring researchers to focus primarily on objective measures of success, such as rates of promotion and salary levels. On the basis of a survey of tenure-track faculty members across ranks and disciplines at two state universities, they found distinct differences in objective and subjective career success for faculty members at early, middle, and late career stages, depending on the source of the mentor. The authors surmised that subjective measures of success are more

TABLE 3
Mentoring program success factors

Factors	References
Visible support of senior administration	Girves et al. (2005), Hegstad and Wentling (2005), Wilson et al. (2002)
Aligned with organizational goals and objectives	Hegstad (1999), Lindenberger and Zachary (1999)
Linked to other personnel practices such as performance appraisals, promotions, and systems of rewards and recognition	Hegstad (1999), McCauley and Van Velsor (2004), Tillman (2001)
Allocated sufficient resources	Luecke (2004), Murray (2001)
Inclusive design that instills mentoring as a cultural value and core institutional responsibility	Gunn (1995), Murray (2001), Lindenberger and Zachary (1999)
Input from mentors and mentees in the development of the format of the program	Allen et al. (2006a), Lindenberger and Zachary (1999)
Voluntary participation of mentors	Allen et al. (2006a), Boyle and Boice (1998)
Strategies for identifying the developmental needs of participants	Lindenberger and Zachary (1999)
Criteria and process for qualifying mentors	Daloz (1999), Luecke (2004)
Strategies for matching pairs on the basis of professional compatibility	Hegstad and Wentling (2005), Tillman (2001), Wilson et al. (2002)
Orientation for both mentors and mentees on the dynamics of mentoring	Allen et al. (2006a), Hedstad (1999), Ragins and Cotton (1999)
Clarity for both mentors and mentees with regard to goals, expectations, and roles	Allen et al. (2006a), Murray (2001), Tillman (2001)
Contingencies for interventions (i.e., no-fault terminations or reassignment of participants)	Boyle and Boice (1998), Murray (2001), Tillman (2001)
Coordination team responsible for program oversight and support	Boyle and Boice (1998), Lindenberger and Zachary (1999)
Formative evaluation for continuous improvement	Boyle and Boice (1998), Girves et al. (2005)
Summative evaluation to determine outcomes	Boyle and Boice (1998), Girves et al. (2005), Tillman (2001)

relevant to early-career faculty members as opposed to middle- or late-career faculty members because of the dual demands of adjusting to their home institutions and their professions. Tillman (2001) also emphasized the importance of objective and subjective measures of success. Among African American faculty members who were considered successful on the basis of objective measures, Tillman found that such success did not necessarily translate into a subjective measure of success, that is, a feeling of belonging or acceptance within an academic institution.

Sustainability

The literature includes ample discussion of mentoring program success factors but little dialogue on sustainability. Several faculty mentoring programs cited in the literature as successful, and a number of mentoring programs referenced on the Internet, were found to no longer be in operation at the time of this review. Girves et al. (2005) made note of the difficulty of institutionalizing and sustaining mentoring programs at an institutional level; however, most current literature overlooks longevity as a factor of concern. What are the commonalities between faculty mentoring programs that are both successful and sustainable? All of the studies cited in this review involved newly established faculty mentoring programs and, with the exception of one, reported short-term results; Wingard et al.'s (2004) study examined data over a 4-year period. A need exists for additional longitudinal studies not only of program outcomes but also of program sustainability.

The importance of visible support from senior administration is addressed within formal mentoring literature in business and academe, but responsibility for funding in higher education is sidestepped in the literature. Corporate mentoring programs cited in the literature were primarily supported by internal resources or professional organizations. With the exception of Cawyer et al. (2002), the faculty mentoring programs cited in this review were supported by external funds, specifically federal grants. Were these mentoring programs sustained after the federal grants expired? Did the sponsoring department, school, or university assume financial responsibility for these programs? Or did the program administrators secure alternative sources of funding?

Lack of Scholarship

Many exceptional faculty mentoring programs are currently in practice; a search of the Web sites of the 62 institutions belonging to the Association of American Universities (AAU) revealed over a dozen descriptions of vibrant faculty mentoring programs. Some examples include the Iowa State University ADVANCE External Mentoring Program; University of Wisconsin–Madison Women Faculty Mentoring Program; the Indiana University, Bloomington, School of Education Faculty Mentoring Program; and the Stanford University School of Medicine Faculty Mentoring Program. However, finding research studies of faculty mentoring programs, especially outside of academic medicine, proved to be very difficult. The conundrum for faculty development practitioners who are considering establishing a faculty mentoring program is not that there is a lack of programs but rather that little scholarship is being generated and/or disseminated about these model programs.

This is not to say that faculty mentoring programs are not being systematically examined. A pilot study of 10 faculty mentoring programs at eight AAU-member institutions (Zellers, Howard, & Barcic, 2005) revealed that some institutions had conducted extensive faculty needs assessments and were systematically collecting data on their faculty mentoring programs, but these institutions were not at liberty to publish their findings. In academe, studies conducted without soliciting approval from one's institutional review board cannot be published in scholarly journals.

The lack of scholarship surrounding mentoring programs can be partially attributed to the *practitioner predicament*: The field is dominated by practitioners who are either professional staff members, academicians with specialties other than faculty development, or faculty members volunteering or dedicating a small portion of their academic effort to the administration of mentoring programs. Such personnel often have limited training, resources, or time to engage in rigorous mentoring-related scholarship.

Organizational Culture

In the pilot study of mentoring programs at AAU institutions (Zellers et al., 2005), none of the program representatives attributed their mentoring models to theoretical or conceptual frameworks, as was the case with several of the programs included in this review (Bower et al., 1998; Chesler et al., 2003; Paloli et al., 2002). Rather, the AAU administrators cited specific precipitating events and cultural attributes as influencing their decision making with regard to adopting their particular mentoring program models. After studying mentoring relationships for nearly 20 years, Kram (2004) acknowledged the importance of understanding the cultural milieu of the sponsoring organizations:

There are no simple recipes. Perhaps the most important lesson from all of these programmatic efforts is that the most effective strategies for fostering mentoring depend on the context in which they are implemented, the purpose for such initiatives, and the values, skills and attitudes of potential participants. (p. xii)

On the basis of this review of faculty mentoring program literature, it is clear that mentoring is highly contextual and subject to a wide range of interpretations. Each mentoring program exists within its own historical and organizational context and is subject to the influence of its own institutional culture; however, no faculty mentoring program study was identified as part of this review that specifically examined or underscored the culture in which the program existed.

Hegstad (1999) noted a similar void in business literature. She found that "the topic has boomed in corporate popularity" (p. 383), but few mentoring studies were identified linking mentoring with organizational development. Hegstad and Wentling (2005) conducted the first comparative study to examine organizational antecedents and moderators that had an impact on the effectiveness of exemplary formal mentoring programs at *Fortune* 500 companies headquartered in the United States. After reviewing related documents and interviewing mentoring coordinators from 17 companies, Hegstad and Wentling found that senior-level management support is a necessary antecedent of the organizational environment. A team-focused environment, an open work area with opportunity for interaction, and a work ethic

based on cross-functional operation, collaboration, and networking were antecedents that also hastened the success of formal corporate mentoring programs. Open communication processes and effective selection and matching processes were identified as the most instrumental moderators of exemplary formal mentoring programs.

On the basis of Hegstad and Wentling's (2005) observations, one could deem traditional academic cultures to be incompatible with hosting high-quality faculty mentoring programs. Collegial cultures, especially those of major American research universities, place great value on and reward independent, disciplinary-based scholarship and research (Bergquist, 1991). Such environmental conditions are in dire contrast to the corporate milieu in which Hegstad and Wentling found formal mentoring programs to flourish (i.e., team focused, cross-functional, and collaborative). Yet formal faculty mentoring programs are flourishing within a number of major American research universities. However, empirical literature is especially quiet concerning these success stories and relatively silent with regard to the organizational cultures that support model faculty mentoring programs.

Recommendations

Our depth of understanding with regard to formal faculty mentoring programs continues to be relatively shallow. More rigorous examination of such programs is warranted in relation to their impact on women, non-White men, and other marginalized groups within academe. Additionally, what are the differences between institutional and departmental mentoring programs? How do such programs meet the needs of faculty members at different career stages?

Although mentoring theorists emphasize the relevance of culture to mentoring experiences, few studies exist that explore the impact of organizational cultures on mentoring programs. This review has identified evidence that suggests that academe should be cautious in overgeneralizing mentoring experiences within corporate cultures. Few organizational parallels exist between the academy and the business sector, yet many researchers investigating mentoring in higher education build their studies on assumptions drawn from business settings. Thus, the need exists to empirically examine faculty mentoring programs from a cultural perspective, similar to Hegstad and Wentling's (2005) framework, albeit modified to be applicable to academic rather than corporate cultures. By identifying a range of successful faculty mentoring programs among major research institutions in the United States, one could attempt to determine the organizational and contextual factors associated with their effectiveness, as differentiated from those factors that influence employee mentoring programs in business.

The need also exists for more public dissemination of data with regard to existing faculty mentoring programs to provide models for other institutions to consider. Rather than reinventing the wheel, those institutions that have successfully reenvisioned mentoring to meet their organizational needs, and have found the means to sustain their efforts, should be provided incentives to conduct and publish mentoring-related scholarship. But perhaps because of the personal nature and meaning of mentoring, investigators should embrace qualitative research methods. Richer data could be obtained by qualitatively examining the actual experience of mentoring from both mentors' and mentees' perspectives within the context of faculty mentoring programs.

As our investigation has determined, most research on faculty mentoring programs is being generated within institutions that have been able to secure external funding either through governmental agencies and/or professional organizations invested in fostering the career development of emerging academicians. Strategies to compel senior administrators to invest internal resources in more robust studies of their faculty mentoring programs would advance our understanding of both the power and perils of such programs.

Conclusion

In retrospect, the mythological subplot of *The Odyssey* in which Athena, the goddess of wisdom and compassion, works through the character Mentor does not appear to be merely coincidental. Rather, it is an especially appropriate metaphor for the interrelatedness of the dual dimensions of mentoring and the holistic learning that occurs within its context. According to Daloz (1999), the influence of female figures over male characters in classical literary pieces depicts the deeper metaphorical construct of becoming whole developmentally through both masculine and feminine influences. Our challenges today are to identify ways in which to apply this classical construct more systematically and equitably across the ranks of the academy and to share formal mentoring experiences more broadly among the academic community.

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Roundtable Discussion on Best Practices for Mentoring with Sheila O'Rourke, Director, University of California President's Postdoctoral Fellowship Program

SOR: I was in charge of faculty diversity matters at OP since about 1999, have been assistant provost of academic affairs at UC Berkeley, and am currently the director of the President's Post-Doctoral Fellowship Program. At Berkeley I did a lot of faculty mentoring, so I'm going to share some highlights with you. I'm really hoping this will be a discussion, because one of the things that we learned from our work at Berkeley is that mentoring means different things to different people. Faculty on different campuses have different mentoring needs, and faculty at different stages of their career and in different departments have very different mentoring needs.

One of the first things that we learned is that the old model of mentoring – of a wise senior colleague taking a junior colleague under his wing – is really quite outdated. New types of communication and mentoring need to be translated into faculty career development and networking. One of the ways I've approached it is as a faculty mentoring mosaic which looks at all the different needs that a faculty member might have to foster success and what the various sources of those resources might be. For example, junior faculty need to have certain baseline information about advancement. I actually went around and talked to almost every department chair at Berkeley about their mentoring ideas, and many of them felt that it was very important that junior faculty get their information about advancement from their chair. There were concerns expressed that sometimes very senior faculty don't have the most up-to-date information about what it takes to advance to associate. In all cases, the chair is in charge, so even if other faculty might have a different opinion, the chair's opinion (be it right or wrong) is going to carry the day or have a very strong influence. However, half the chairs I talked to said that they don't really meet with all junior faculty members to talk about their status – that it is more informal. Setting up formal expectations among department chairs for mentoring is important, particularly to catch faculty who might be more likely to be left out of informal networks – who are not part of the traditional social power structure of academia. Formalizing programs is an important part of our diversity and equity mission.

MMG: From my own experience, there are some faculty who are very engaged in making sure that they know exactly what they have to do and other faculty are more reluctant to actually take an active role. That is where the chair is so important.

SOR: Right. The chair should reach out, and that should be part of the expectation for department chairs. Another piece a young faculty member needs is mentoring around their academic research and their intellectual life. The department chair may not be the best person to provide that. The department chair may be working in a field or discipline that is very different from the faculty member. In that case, the chair's job is to try to facilitate connections with people who are working specifically in the faculty member's field. Mentoring in that area might be outside the institution – from colleagues at other places. Another important mentoring piece is around personal issues. This is where the department chair is probably the last person that a junior faculty should be encouraged to approach –

issues having to deal with procrastination, time management , perfection paralysis , organizing work around child care, etc.. Having access to advice and support outside the department, far from people who are going to be voting on your case, is important and that is where campus-wide programs are helpful. Having a campus-wide network of people willing to talk to faculty about personal issues is really important.

There are a lot of online programs now that I'm hearing really good feedback about. One is called The Academic Writing Club for faculty in the humanities and other writing-intensive fields. It's an online accountability group – people are put into online groups of 12 or 15 - it's anonymous and it's national. It's easy and convenient and you can really talk. These people are strangers to you but they share these common issues. This is a relatively inexpensive program at Berkeley. We've subsidized memberships in it as a way to encourage faculty to try it and also people have used grant money and research start-up money to subscribe. Another really good program is the National Center for Faculty Diversity and Development. That is a more involved program that offers a lot of workshops on advancement and planning your career moves. The president is Carrie Ann Rockamore, a superstar in the field. She is someone who was a tenured faculty member and dropped out of academia because she felt that the kind of pressures she faced as a faculty woman of color were not a lifestyle she wanted. She started her own company to try to change that. She is getting a lot of national attention and has a big program. There are some intensive new junior faculty boot camps that people can participate in. That is something a campus could support by funding junior faculty, and there are also institutional memberships for one flat fee – Berkeley invested in this. For one flat fee, every single faculty member, graduate student, and post-doc can have access to the resources of this online service. They do workshops, they have accountability groups and they have a wide range of support services, and again it is anonymous. People can do it at home late at night – it is really tailored to the needs of modern faculty who are inundated with demands on their time.

The last piece is the notion of affinity group mentoring that historically has – and continues to have – a lot of value for faculty, particularly for those from groups that have been underrepresented in higher education: women's faculty networks, networks of faculty of color, and faculty parent networks. These are really important because they provide specific emotional support and also provide interdisciplinary networking which is tremendously valuable.

One of the things we did at Berkeley is we tried to be sensitive to each department's sensibility about its own mentoring process and what the needs of their faculty were. We approached faculty mentoring as a structure rather than a program. We didn't tell people what to do, but asked them to tell us what they were doing and offered some ideas about what some of the other departments were doing. We went from department to department to raise the issue and let departments become a little more self conscious about their efforts. We also tried to fill in with campus-wide networking groups and access to the external online resources.

What is the state of the campuses in terms of faculty mentoring, and where do you see the UCAAD initiative heading?

MMG: We would like to put out a white paper very much along the lines of what you just said that offers all these possibilities – a framework for mentoring-- that the campuses can take and adapt because all of the campus constituencies are different. At Berkeley you obviously could do this because you have an administrative structure there. How important is an administrative structure to accomplish success in the mentoring program?

SOR: I think it is important, and I think it can be done with an existing administrative structure. It needs to be on the agenda of every vice provost or equivalent. There are offices charged with faculty success and this may or may not be high on their list. I think really tapping the existing administrative structure for accountability is role that UCAAD could play.

MMG: At my campus, only now are people starting to institute these positions -- I think because they are under investigation by the department of labor. Until now it has been very informal and not effective.

Francisco: We have tried different approaches on mentoring, and this is one of the biggest challenges at UCLA. At Berkeley you have chosen five initiatives that are very successful. Can you comment on the maintenance and sustainability of these programs and to assess which are the most successful?

SOR: I think evaluation is challenging because there are so many factors that go into any individual junior faculty's success or trajectory. Berkeley made these big commitments regarding tenure rate, etc., and I think that is absurd. I think that it is very difficult to measure the impact of the presence or absence of a program. One of the tools we have, though, is the big climate survey that will be going out to all the campuses this year. It might be a way to measure increased faculty satisfaction over the interval of the survey. I also want to make a point about mentoring associate faculty. There tends to be an emphasis on assistant professors, but the mentoring of associate faculty – particularly in the book-based disciplines – is a huge area of need. There is a giant let down that happens – particularly in the writing-intensive disciplines where you get the first book finished, you get tenure, and getting the energy to start over again can be daunting. The trajectory of tenure between book-based disciplines and the article disciplines is a huge gap. Most of the gender gap in advancement to full is explained by the disciplinary gap. If you separate by discipline, it just reproduces that gender gap. The fact is that the majority of women and faculty of color are in the book-based disciplines. There is a disproportionate number and that is a big factor. On one hand, we need to look at advancement and maybe our criteria for advancement in those disciplines needs to be fine-tuned especially in light of current issues with publishing and presses. It is also true that attention needs to be paid to helping those faculty restart. I've heard of networking groups called The Second Book Club and accountability groups where you can facilitate people getting together.

Sandra: There is a lot of attention paid to junior faculty members but associate faculty... When I was a junior faculty I had lots of support, but when I became an associate professor and got tenure is when things got really difficult. It wasn't just about figuring out another project -- book or otherwise – it was that all of the sudden I became available for all sorts of responsibilities. I'm chairing 17 committees, I'm asked by my department to take leadership roles, I'm doing things in the discipline, and it's really

hard to get anything done when everyone is asking for a piece of me. It's taken a few years for me to say no to almost everything. My quality of life substantially decreased over that time – not so much because of the book, but because I was distracted by all of these other things that people were expecting from me. That to me is a huge part of this problem and no one was there to help guide me through this process. It would have been great if I had a mentor during this stage. I had a mentor during the first stage, and after I got tenure that person was still in my life, but the relationship had changed. There was no one there to guide me through, to say you might want to consider not doing this; cut back and focus on what is important to you. Instead, people kept piling things on my plate. It would have been nice to have someone alert me that this could happen. I think there are probably gender differences in how people respond to these requests, too. Also, research seems to indicate that people are a much less happy in that stage.

MMG: I can give you an example. When I was chair of the Committee on Campus Diversity and Equal Opportunity, I was able to get some data on faculty success and leadership and what came out was exactly what you are saying: Women and diverse faculty were taking two to three years longer to get to professorship. These people get bombarded with committees and they are essentially left alone and they don't know how to navigate those waters

Sandra: The problem is that initially it feels good. It's getting you attention -- people want you to do things -- but then it starts to feel overwhelming. On Berkeley's campus we now have workshops for associate professors to help them.

Francisco: This is so real because in some way we – people of color and I'm sure women as well – will be so devoted to the cause because we are feeling that we're letting people down by not taking on those responsibilities. There is a lot of anxiety about saying no and a lot of guilt: you think that if you don't do it, no one is going to do it. And I don't know how we can do that in a support group or how we can measure our success as faculty by finding a balance of keeping with our research with our clinical care, with our patients and students, and on top of that to do the service -- but the service can be overwhelming and take over your whole career. I don't think these are things that either CAP or Academic Senate can really acknowledge or are sensitive to. How can we convey our sentiment to the decision-makers in this whole thing?

MMG: I hope that this year we can do something on CAP and put together a white paper together that can help bring these issues to the forefront.

Martha (Executive Director) : The flip side of that is the critique comes down frequently on the Senate because X, Y, or Z body is not diverse enough. No one faculty member should be required to sacrifice his or her scholarly career in order to be diverse on a committee. But it's an ongoing tension and those pressures will always come and you're going to need lots of support in saying no. But in some ways this also needs to go back – not only to the CAP but to the vice chancellors of academic personnel and to the vice provost to say, while you are critiquing the composition of Senate committees, think about the composition of the lives that you are asking to be on the committee. Those pieces need to be more integrated than they are now

MMG: But that also goes to the core fact that that diversity needs to be increased. That solves a lot of problems.

Sandra: I'm pretty sure we discussed it the last time we were here. We were concerned because so many university committees had few, if any, people of color or from diverse backgrounds. A number of us raised the issue that if we were on these committees, we wouldn't have any time to do anything else. One of the things that someone raised last time was that this was the case for women about 30 years ago; there were very few women on these committees, and now women represent at least half because more women have been hired. So I guess we might want to see a resolution. I know I won't be signing up to help fill many more of these spots because it is just very overwhelming.

Emily: I don't have a lot of best practices to share from UCSD because I don't think we doing nearly enough. We have ineffectual mentoring in place where there are faculty diversity mentors – a few per division – one is usually associate professor of color who is being tapped to mentor all of the diverse faculty in three or four departments. It's overburdening them and not really helping anyone.

David: This is a really important issue and I'm glad it's being brought up. I concur with the sentiments of what others have said. Here at UCSB it's really left up to each department and it seems to be the exception rather than the rule that there is any formal mentoring for junior faculty. Worse than that, there are cliques, so there is unequal access to information regarding successful strategies for achieving tenure and garnering future promotions. I think this is a really important issue, one that UCAAD could certainly address. Institutionally, there are a lot of pieces in place already. It's just a question of having it implemented. Along these lines, I think it is also interesting that there's very little in the way of graduate mentoring. As faculty mentors, yearly we have to produce a report on the progress of our students. In our classrooms, students evaluate our performance, but our graduate students never evaluate our performance as a mentor or give us formal feedback on our mentoring. I think that is another area that UCAAD could potentially pursue.

MMG: I know on my campus for example, the dean of the graduate division has actually set up quite a good program for mentoring graduate students but we do not have an evaluation of the mentoring of the professor. Maybe this is one aspect that we also need to get feedback on.

Sandra: I wonder if there is a relationship between the quality of mentoring of junior faculty members and the quality of mentoring graduate students. I recently was on an external review committee where the graduate – and even to some extent the undergraduate students – complained about the same thing that junior faculty complained about: no one on the senior level was around -- they didn't seem to care. And I happen to be in a department where mentoring of juniors is really good -- so is the mentoring of graduate students. But that might be a part of a culture of larger departments doing these kinds of things. Secondly, I like the idea of providing feedback to professors from the graduate students on their mentoring, but I think we need to be careful. If you are in a close relationship with someone and they give you negative feedback, and you have the power to lash out... How can we do this in such a way where people can get the feedback but it doesn't come back to the graduate student in a negative way?

MMG: The Academic Council is meeting on January 23 with the EVCs and maybe this is one of the things we should add to the agenda because the EVCs are really directly responsible for the whole thing. You can put responsibility on the deans, or on the vice chancellors for academic personnel, but the EVC is really the top person.

Grace: To a large extent at UCI it is the departments who make the decisions about mentoring. Here at the law school, we have official mentoring committees for every junior faculty member. A lot of our junior faculty who are diverse meet with other faculty that are in the same position at other law schools and they have scholarship exchanges. This has been really helpful for the junior faculty because they get a chance to display their scholarship outside of the law school and get feedback on it from junior faculty at other law schools. Senior faculty often attend those as well.

Rudy: We're kind of different being the smallest campus. When we first started – I was one of the founding faculty –we started with primarily junior faculty, so we had virtually no mentorship. Our dean tried to start a program where all the incoming junior faculty were asked to submit a list of four or five names of faculty within the UC campuses and then she would contact them and see if they could serve as mentors. I think the intent was good, but it just didn't work. It was very hard to be in touch with folks at other campuses. Contact by email was OK, but I think mentorship has to take a much more engaged approach, and digital communication isn't always the best way for promoting those types of mentorship responsibilities. I think overall that program failed tremendously for our campus and unfortunately we didn't have enough senior faculty to take on that burden.

MMG: There is nothing on the horizon?

Rudy: This has been a hot topic for the junior faculty and those of us who have made it through the ranks. I know it's been a topic of discussion within the Cabinet, but nothing has been implemented. A lot of young faculty come in and don't have the right mentorship skills for their graduate students. We proposed a workshop to develop mentorship skills for junior faculty. I think this is something that a lot of folks are very sensitive towards. It's unfortunate but I think our campus could use a lot of that.

Janet: At UCSF, we're in a situation that might be the converse of a lot of this discussion. We have a fairly well-developed institutional infrastructure for formal mentoring. However, the extent to which it is actually making an impact on practices on the ground, the level of mentoring that is being given and being received, and the culture around mentoring – I'm not so sure about how much of that is actually filtering down. Around 2005-6 there was a faculty climate survey that was done at UCSF and the feedback about faculty mentoring was completely dismal. A little more than half of junior faculty said that they had a meeting with someone they would call a faculty mentor and maybe 10-15% of faculty were satisfied with the quality and quantity of the mentoring they were getting. They invested a lot of time and energy into putting a formal structure in place. The program is campus-wide. There is a person whose job it is to oversee that program, and there are workshops throughout the year. I think the greatest amount of investment has been with junior faculty, but I can see getting the range from associate to full has been really lacking. We have a lot of formal structure in place and in some ways we've done some novel things like offer workshops on how to be a good mentee. I'm in a position

where I have taken the initiative to find multiple mentors for myself and and I initiate biannual meetings, so I'm probably one of those people who said they were satisfied, but it took a tremendous amount of initiative. Even given the fact that I felt good about the experience that I had, I can't say that there was a wide-spread culture that I could readily fall back on where there was accountability and expectations about what people should be doing for me.

MMG: You haven't seen a change?

Janet – Well, that is what is ambiguous. There is formal change, but the extent to which it is translated into transforming a cultural expectation at the individual level is ambiguous. It's been five to six years since the changes have been put in place. It still feels like a top-down effort as opposed to a bottom-up.

Male Student (Michael?): I'm pretty fortunate. My advisor is a full faculty and she has basically cleared the road in a lot of ways for students like me. In fact, in the discussion here, I'm learning how she did that because she never said it but she has told me to say no to diversity things and focus on my science. Until this conversation, I thought that wasn't being supportive, but now it seems even more supportive than it would have been otherwise.

SOR: There is a staff person at UCSF who has done a marvelous workshop for graduate students on academic networking and she really breaks down the nuts and bolts of how to go to an academic conference, how to introduce yourself to people in your field, how to have an elevator speech, etc. She's really excellent. I want to say she is in the Office of Career Planning. Her name is escaping me, but I could find it. With her permission, I used a lot of her material with the President's Post-doc Program. A lot of people in academia are introverts, so we need to be taught how to take initiative, how to engage appropriately, how to follow up with people we meet at conferences, how to ask for someone to read your work, and how to judge who the right person to ask is. All of these are skills that can be taught and I think we have more institutional resources than we know. It is a matter of knowing what is available and spreading that information around.

MMG: Can I ask you to comment on the President's Fellowship program and what you feel would be the ideal size for it so we can go fight for you?

SOR: I think bringing the program back to 35 or 40 would be outstanding. Right now we have about 28 fellowships that are funded and we have managed to scrape together from other sources of funding an additional 12 fellowships, so we are up to 40, but only by really scraping and running around. We need additional funds to increase the stipend level, particularly in the STEM fields. I really hope to restore professional development.

Also, there is a diversity item coming up for the Regents in January, and there is an excellent report on the web. I recommend that you all read it. It has detailed demographic information about the change in diversity of the faculty over time. For the first time that I have seen, it breaks out international faculty from domestic faculty. It's only about 12 pages long. You should all be taking it out to the campuses.

<http://regents.universityofcalifornia.edu/regmeet/jan13/e1.pdf>

Accountability Report chapter on diversity <http://accountability.universityofcalifornia.edu/index/chapter/8>

Another initiative that is happening out of UCOP is that we got a NSF ADVANCE grant, and there is going to be a day-long roundtable focused on faculty mentoring on April 10 in Riverside. The mentoring ideas that support women of color will support all faculty. I think staying in touch with Susan Carlson about the agenda for that meeting might be a useful organizing tool. Giving her input about what you'd like to see her cover is a great opportunity.

MMG: I think a lot of people from the campuses are invited to come, so maybe that is one thing that you all should all be attuned to – that this workshop is coming up.

<Eric is asked to make alert for the beginning of April to remind the committee members about the date.>

SOR: A couple of last points: Be aware that there is resistance to the idea of better mentoring for faculty. I talk to a lot of department chairs and deans about this, and I hear, "If they need mentoring or extra help, they don't belong here." There is a sense in the UC culture is that you figure it out on your own. I think that is a misperception. People don't see the support that they have gotten along their careers.

Keep it tied to faculty development and faculty success. Talk about academic networking and the advancement of research. There are also two external factors that have made this a different world. One is the changing model of communication and community. When I walk down hallways in departments, there is no one there. There is no community. More people are working remotely, more are commuting, and more are single parents or dual-career couples. In the departments these senior deans grew up in, the wives were organizing barbeques on Saturdays. There were a whole set of unpaid, unacknowledged workers who were making community for the academic units. And the other piece is the impact of budget cuts. All faculty are doing more work now. The demands of minutiae are so much greater.

MMG: Can we now brainstorm a little bit and come up with some key points for the white paper that we want to prepare?

SOR – Some of the materials I sent might have some good starting points. Include some discussion about the expectation of chairs and making it part of the chair's job description. That is a top-down kind of campus-wide initiative. Another point might be some expectation that each department create its own mentoring program. One of the ways Berkeley has instituted accountability is through academic program review. This is something that is an institutionalized quality control process on each campus.

MMG: This same model could be used with the deans.

SOR: I think stewardship reviews are not that effective. It depends. In the health sciences, the chairs are there for a long time and they care. They are more like deans in that role. In general, chairs are only there for a couple of years. There needs to be a top down expectation that there will be attention to the issue.

Woman: How long has it been a part of the academic program process at Berkeley and are there any sanctions if people don't pay enough attention to this?

SOR: It has only been a part of academic program review for five years. People pay attention to program review and they are embarrassed if they get a bad review. They are embarrassed in front of their peers who are on the review teams, and it is a pretty public document. There are departments who really participate and there are those who absolutely do not, but in the middle is a huge group who just need a nudge and who will become good citizens, and I focus on that group. I don't worry about the outliers. Whatever is done, there needs to be more focus on associate professors. One piece of your white paper could be making sure that every campus is collecting data on advancement by different sub-groups: by field, by women, men, by underrepresented minority status -- so that there is a clear sense if there are problem areas. If you have a huge gap in advancement to tenure in a department, you can lean on that dean. Or if things are going well, you can find out what they are doing right. Advancement to tenure and to full is data I don't see very often -- it is often masked.

MMG: One of the recommendations is that there must be a unit that is invested in this; otherwise it falls through the cracks. Resources are also critical to success.

Emily: I don't know if this is appropriate for the white paper, but I know at the last meeting we were talking about some recipients of the President's Post-Doctoral Fellowship feeling stigmatized by being part of that program. I wonder if there is some way that senior faculty should be mentored on diversity issues because it seems like there is an extreme amount of ignorance around diversity if senior faculty are making junior faculty feel less qualified because they have been recognized for diversity efforts. It probably would not be a popular position to take, but until there is some education about this, the challenges aren't going to be completely addressed.

SOR: I believe in fighting prejudice with the facts. We have 100 new faculty in the last decade that have come out of this program. Of the first 51 eligible, 50 have gotten tenure. They are, in fact, twice as good. These people are superstars, and we have the data to prove it. ...It's hardest in the sciences.

Woman: I think there needs to be shift in discussion of who these faculty are. I agree that the facts help, but facts need to be framed in such a way that gets through the prejudices that exist.



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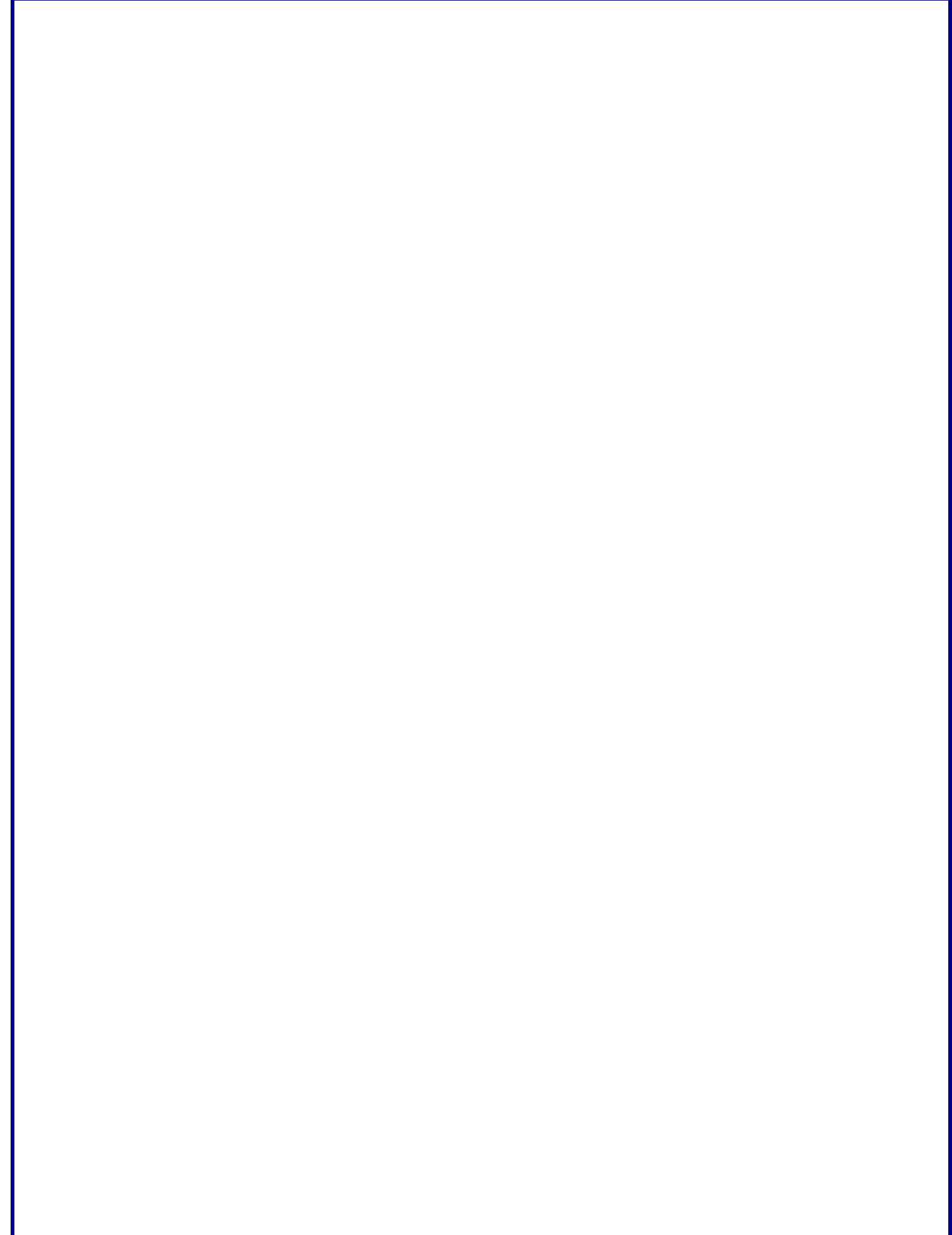


Faculty Mentoring Handbook

Best Practices Compiled by the NSF ADVANCE Program at
the University of Rhode Island

November 2005



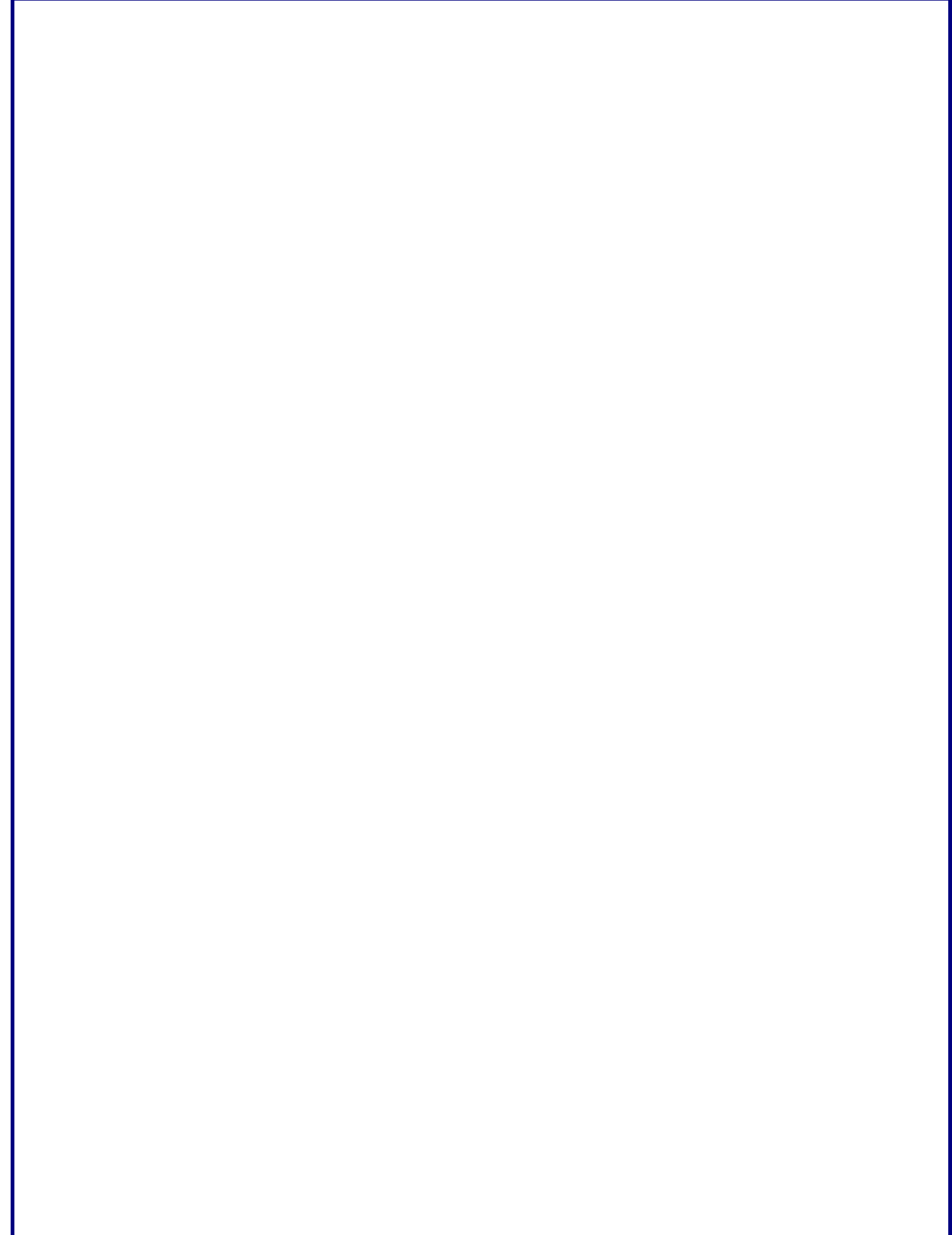




Faculty Mentoring Handbook

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I. Introduction

About ADVANCE

The ADVANCE program at the University of Rhode Island is a 5-year, NSF-funded project, designed to increase the representation and advancement of women faculty in the fields of science, technology, engineering and math. It is well documented that females in academic settings face many challenges both personally and professionally. ADVANCE aims to support climate change at URI through awareness and assessment, faculty recruitment, faculty development, networks of support, and administrative collaboration in order to address these personal and professional challenges.

Providing role models for female faculty through mentoring programs is one way of meeting the overall goals of ADVANCE. The ADVANCE Resource Center is available to assist in mentoring endeavors and is currently sponsoring mentoring workshops, panel discussions and further guidelines based on consultations with successful mentors.

Please contact us at 874-9422 or advance1@etal.uri.edu with any questions and/or suggestions.

About Mentoring

There is no universally agreed-upon definition of mentoring and much wishful thinking about what mentoring relationships are supposed to be like. Much of what is assumed to be good mentoring is not mentoring at all, and mentors are not necessarily naturally endowed with effective mentoring skills. Mentoring involves not only career guidance and support, but also personal, psychological and social aspects. The need for formal mentor training and effective mentoring is increasingly recognized as a critical component in the success of new faculty, and even mid-career faculty. With women and minorities still underrepresented in many science and engineering fields, conscientious mentoring and role modeling is especially crucial.

We offer this compilation of best practice recommendations as an effort to provide some resources to faculty who are engaged in mentoring relationships at the University of Rhode Island. Its purpose is to make mentoring an integral part of departmental procedures and practices. It is the result of an extensive literature review of mentoring practices across other campuses in the nation as well as several guidelines suggested by academic articles. It aims to incorporate the existing literature into the unique wants and needs of the URI population. Although there is some specific focus on mentoring new female faculty, the principles outlined in this document are applicable to all mentoring relationships, including student-faculty mentoring relationships, and regardless of the gender or ethnicity of specific mentors and mentees.

With special thanks to Molly Hedrick, PhD, ABD, for compiling this document.

II. Models of Mentoring

- **Traditional Models:** more experienced person provides technical and psychosocial support to less experienced person.
 - 1) “Heroic Journey” This approach, seen often in science and engineering focuses on instrumental knowledge aimed and personal achievement through successive challenges aimed at fostering independence on the “heroic journey.” Relationships and psychosocial issues are undermined.
 - 2) Cross-gender and cross-race mentoring: There are often very few senior female or minority faculty available to act as mentors and models. Even when they are available, they are often perceived as being outside the departmental norm, and they seem less appealing in that they may wield less power and influence. Young women and faculty of color are thus often paired with older white males and reinforce traditional stereotypes and power dynamics.
- **Alternative Models:** Emphasize non-traditional fields (e.g. STEM) and non-traditional faculty (e.g. “older” women, “minority” women, and “disabled” women). Dispels the notion that mentoring can be provided by a single, all-inclusive mentor.
 - 1) **Multiple Mentoring:** Encourages building a strong network of team mentors designed to meet a variety of needs. This is consistent with a less hierarchical and reciprocal relationship philosophy which may be more comfortable for women. The team of mentors includes senior, junior colleagues, people inside as well as outside the academy, electronic media and personal connections. Mentors would include males, females and allow accessibility to many diverse images of success and provide valuable networking for future career goals. This prevents mentees from trying to find the perfect mentor and encourages mentees to look at advice from several different perspectives, both male and female of the same and different race. It also makes it more likely that mentors will participate as they recognize that they are not expected to meet the mentee’s every need. Different persons would fulfill different functions such as an advisor to departmental matters, information about career opportunities outside institutions, serve as a role model for work/family issues, etc. Different roles can be specified:
 - a) **Mentors** that help shape and promote the mentee’s career and intervene on the mentee’s behalf.
 - b) **Sponsors** that are similar to mentors, but exert less power.

- c) **Guides** that help explain the system and provide general information.
- d) **Peer pals** that offer collaboration.
- e) **Paper mentors** or publications that offer practical “how-to” information geared toward a particular department, institution or discipline.

Potential disadvantage: Some argue that multiple mentors can not have the same influence as a single powerful senior person.

- 2) **Peer Mentoring Networks:** Encourages friendship circles across disciplines as a means of exchanging ideas and information and potentially collaborating on projects. These are informal groups that enable faculty to “drop in and drop out” and consist of students and junior and senior faculty members. Senior women, for example, can pass on what they do know about the system and offer advice to junior women. They can serve as important problem solving and social support networks. These groups must have the support of senior faculty and departmental leaders in order to provide necessary resources and affirmation.
- 3) **Collective Mentoring:** Senior colleagues and the department take responsibility for constructing and maintaining mentoring teams. These teams become part of the organizational structure; not just an orientation activity. Senior faculty, both male and female, help create a community of support for graduate students and young professionals.

These are obviously not mutually exclusive categories of mentoring. Successful mentoring programs will incorporate the best elements of each theoretical model. Again, organizational change and climate change is key as we must change not only in how view mentoring, but how view faculty roles and institutional structures (e.g. devaluing supportive relationships; overvaluing competitive relationships, gender privilege). We do not want to simply assimilate women and other under-represented faculty into existing systems, but to engage people with different skills, styles, and values in an effort to improve the overall work environment and level of excellence. Encouraging relationships that foster cooperation, safety, and creative and innovative work through collaboration will benefit everyone.

Adapted from: Chesler, N. C., & Chesler, M. A. (2002). Gender-Informed Mentoring Strategies for Women Engineering Scholars: On Establishing a Caring Community. *Journal of Engineering Education*, 91(9), 49-55.

III. Benefits of Mentoring

For the new faculty member:

- individual recognition and encouragement
- constructive criticism and informal feedback
- advice on balancing teaching, research, committee work and other responsibilities
- training and inside information on the Department/University
- knowledge of the informal and formal rules for advancement
- knowledge of the procedures of the University
- advice on scholarship/teaching
- reduction of stress (psychosocial support)

For the mentor:

- satisfaction in assisting in the development of a colleague
- satisfaction of contributing to overall climate change
- ideas for and feedback and collaboration about the mentor's own teaching/scholarship
- a network of colleagues who have passed through the program

For the institution:

- increased commitment, productivity and satisfaction of new faculty
- *retention* - prevention of attrition of new faculty
- encouragement of cooperation and cohesiveness for those involved in the program

Taken from Mentoring Programme For New Faculty Members, University of Toronto: www.artsandscience.utoronto.ca/info4faculty/mentoring.html.

IV. Potential Barriers to Mentoring

- Unclear understanding of the role of mentor, lack of commitment to the relationship, a mismatched relationship, or a misperception of the particular or multiple needs of the mentee.
- Hesitation by mentees to express needs for fear of professional repercussions.
- New faculty may exclude themselves from mentoring as they are unaware of the limits and boundaries of such a relationship or may have been trained in an individual achievement model.
- Dynamics of overdependence, “paternalistic regard,” competition and desire for a mentee to fail may lead to unbalanced mentoring relationships.
- Some mentors may misperceive their mentee’s potential and set goals that are too high or low.
- As mentees grow and develop professional status, the mentor or mentee may have difficulty switching to a more collegial relationship, thus increasing the likelihood that the mentor’s development will be stifled or boundaries will be crossed.
- Mentors may use the mentoring relationship to help with their own needs, recognition and projects at the expense of the mentee’s success.
- Mentors may give well-intentioned advice on how to get ahead, but at the expense of the mentee’s own research interests (e.g., advising the mentee to pursue less controversial and well-established research interests rather than research that challenges the status quo.)

PARTICULAR BARRIERS TO MENTORING WOMEN

- High percentage of women in temporary or “off-ladder positions makes these individuals seem “invisible” as potential mentors or mentees.
- Lack of female faculty in several fields (e.g. STEM) make those who do exist the subject of scrutiny and mistakes are often broadcast. Female mentees may be held to higher standards than male mentees as a result.
- Senior men may fear rumors of sexual involvement with female mentees if mentoring of women is not supported by institutional policies that would **make mentoring of all junior faculty a part of job responsibilities for senior faculty.**
- The view of women as sexual objects and inherent power differentials in the mentee/mentor relationship may place mentees at risk for harassment. Sexual relationships may make women question why they were chosen as a mentee and may lead to the loss of support of peers. Sexual indiscretions are usually tolerated in men, but held against women. If a sexual relationship ends, the mentee usually loses both her personal

- relationship and her closest advisor, resulting in loss of emotional and job-related power.
- Lack of senior women faculty to serve as mentors. Those senior women faculty who do exist are often overburdened by requests to serve on committees and sought out by students and junior faculty. They are often assigned heavier course loads than men. This impedes their own career development and makes it difficult to mentor juniors. Furthermore, many senior women faculty members do not have status and power necessary to promote new careers.
 - Some senior female faculty were trained by traditional mentoring approaches and are entrenched in patriarchal norms and may deny the existence of institutional sexism and thus overlook promising women students.
 - Women professors spend more time with students, but are less likely to initiate one-on-one mentoring relationships. If they do, they tend to be less directive and more willing to focus on the mentee's interests rather than their own.

These issues need to be addressed at institutional and departmental levels and/or within specific mentee/mentor relationships. An existing structure to discuss and confront these issues in a direct manner both within relationships and within departments and institutions is key.

Adapted from Hall, R. M. & Sandler, B. R. (1983). *Academic Mentoring for Women Students and Faculty: A New Look at an Old Way to Get Ahead*. AAC&U Publications: Washington, D. C.

V. Guidelines for Mentees

What to look for in mentors

Look for potential mentors' own achievement in key areas such as grants, fellowships, publications, panels and committee, organization membership and departmental influence. Make sure the mentor knows the standards for excellence in your particular area. Test whether or not this is a person who believes whole-heartedly in your ability. Research what has happened to this person's past mentees in terms of positions, grants, publications, etc. See if there are differences in achievement between this person's male and female protégés. What relationship to various groups and networks does this person foster in the department, institution and discipline? Can the mentor give advice and direction that is tailored to fit your specific needs? Will she or he be able to give you the specific information, skills, and knowledge you need or help you find someone that can?

How to find and approach potential mentors

- If one isn't already provided, ask the department chair for a list of potential mentors and details about existing mentoring practices/programs.
- Introduce yourself and request senior persons whom you respect to read some of your work.
- Ask for strengths and weaknesses in your work.
- Ask a colleague to mention you or your work to a potential mentor.
- Seek out mentors at other institutions by researching experts in your field. Send them papers requesting feedback if appropriate.
- Volunteer to serve on task-forces, committees, or projects with potential mentors and offer to take on a major piece of work that will require collaboration with others.
- Invite potential mentors to be a guest lecturer in your class.
- Consider hiring a mentor to provide specific, specialized forms of advice and information.

Examples of questions to ask mentors

- Who are the powerful and important people in the department, the institution, the discipline?
- Which subfields are expanding or contracting in your field?
- How do people in the field find out about, get nominated for and win grants, awards, and prizes?

- What are the leading journals in the field? Have any colleagues published there? How should co-authorship be handled? Who can bring a submission to the attention of the editors?
- What organizations are the most important to join, what conferences are the ones to attend? Who can help a person get on the program?
- What is the best way of getting feedback on a paper-to circulate pre-publication drafts widely, or to show drafts to a few colleagues?
- How do student assistantships get assigned? How do I apply for a research/teaching assistant?
- What aspects of a contract are negotiable? Which professor or administrators have contacts at places with appropriate openings for spouses/partners?
- What are the appropriate and accepted ways to raise different kinds of concerns, issues and problems (e.g., verbally or by memo) and with whom?
- What are the department's formal and informal criteria for promotion and tenure? Who can clarify these criteria? How does one build a tenure-file? Who sits on the relevant committees? Who can effectively support a nomination?
- What departmental and institutional decisions are pending that might affect positions in the department? Who can influence these decisions?
- How does one establish an appropriate balance between teaching, research, and committee work? How does one say "no"?
- What funds are available from the department / University? Start-up funds, graduate scholarships, travel / conference, small equipment funds, etc.
- How is the department organized? How are decisions made? What infrastructure is available to the new faculty member?
- What are the policies concerning maternity, family or personal leaves? How genuinely supportive is the department regarding work-life balance issues?
- What should the professional profile be after 3 years?
- What criteria are used for teaching excellence, how is teaching evaluated, and what is a teaching dossier?
- What are the grading guidelines for courses?
- How does one obtain feedback concerning teaching?
- What resources are available for teaching enhancement?
- How does one become a member of the graduate faculty?
- What should graduate students expect from their supervisor?
- What teaching assistantships are available? What should be done about TA training?
- What are the Health and Safety implications to running a laboratory?

- What committees should one be on and how much committee work should one expect?
- How is tenure achieved? What is the review process like?
- What should be included in the annual activity report?
- Will there be feedback about performance from the Chair? If so, how often?
- What social events occur in the department, what seminars / workshops?

As can be seen, these typical issues extend over a broad range of expertise, and advice may need to be sought from a broader population of the University

- Visit www.uoregon.edu/~lbiggs/menque.html for further questions related to research and resources, student supervision, teaching, administration, review procedures and personal issues.

Adapted from: Hall, R. M. & Sandler, B. R. (1983). Academic Mentoring for Women Students and Faculty: A New Look at an Old Way to Get Ahead. AAC&U Publications: Washington, D. C.

Tips to Enhance the Mentoring Experience

- Prior to your first meeting with your mentor, write down at least three things you would like to achieve through your mentoring relationship. Rank the items in order of importance to you. You might want to share these goals with your mentor.
- Many mentees have feelings of anxiety about meeting with their mentor because of the power difference that exists between student and professor. You might want to write down three things that concern you most about meeting with your mentor. If these issues continue to distress you after meeting your mentor, you may want to share these thoughts with her or him. The important thing is not to let shyness or uncertainty interfere with getting what you need.
- If not included in your lists, write down at least three things you would like your mentor to provide.
- Prepare a brief autobiography based on the above lists that you can share with your mentor when you meet. Be sure to include your own vision, mission, or life goals.
- As you share your autobiography, your vision, mission and life goals with your mentor, be sure to inquire about her/his own educational and career choices and life goals. Ask about the things that are important to your mentor, her/his research interests, family, hobbies, etc.
- Try to be focused about your needs for each meeting. While your mentor has considerable resources to share with you, s/he also has a tight time schedule.

- Many mentoring partnerships rely on formal, written agreements. The ingredients of such a contract are typically negotiated, but usually include answers to the "who is going to do what and when" logistical questions. In many cases such agreements spell out the purpose of the mentoring and may even include a list of career and educational goals and the activities expected to achieve those goals. Learn about your mentor's perspective about such agreements and discuss what ought to be included, if such an agreement is valued.
- Be prepared to do some homework in order to demonstrate initiative, leadership and self-reliance. Explore alternative options for asking questions or gaining information other than just relying on your mentor.
- Set up regularly scheduled meetings with you mentor. Do not let too much time go by without seeing your mentor. Although you may not always feel that you need to see your mentor for practical, be sure to **keep the relationship active** (e.g., by inviting your mentor to a social event, lunch, etc.).

Taken from University of Toronto's Women Mentoring Program (http://status-women.utoronto.ca/02_Mentoring_Program/mentee_tips_success.htm) and Information Brochure for Incoming Women Faculty , MIT, Women Faculty Network (1992).

VI. Guidelines for Mentors

Qualities of a Good Mentor

- Availability - The mentor must be available to the new faculty member, must keep in contact, and be prepared to spend time discussing University affairs, reading proposals and papers, and reviewing the new faculty member's progress.
- Networking - The mentor should be in a position to help establish a professional network for the new faculty member.
- Advocacy & Support - The mentor should be prepared to argue in support of the new faculty member (e.g. space, students, funds etc.)

Goals for the Mentor

Short term goals

- Familiarization with the University and its environment
- Sorting out priorities - budgeting time, setting up a lab, publications, teaching, committees
- Networking - introduction to colleagues, identification of other possible mentors
- Sources of research funds and support in application writing
- Dealing with difficulties - lab space, access to students
- Advise on dealing with academic offenses
- Constructive criticism and encouragement, ready praise for achievements

Long term goals

- Advise on criteria for promotion and tenure, and make aware of the expectations in various categories (scholarship, teaching, graduate supervision).
- Discuss where the professional profile should be after 3 years.
- Discuss what progress might be expected during the first 3 years.

Other guidelines

- The mentor should treat all dealings and discussions in confidence, providing supportive guidance and constructive criticism.
- Recognize and evaluate what you can offer to mentee. Acknowledge your strengths and weaknesses. Set a clear structure for the relationship at the

- beginning. Discuss expectations. Discuss time commitments. Renegotiate these time commitments as needed. Do not expect yourself to fulfill every mentoring function.
- Clarify expectations about the extent to which you will offer personal as well as professional guidance.
 - Be sure to give constructive criticism as well as praise. Give suggestions for improvement privately.
 - “Talk-up” your mentee’s accomplishments when appropriate to other colleagues.
 - Include mentees in informal activities whenever possible.
 - Help mentees learn what kinds of institutional support they should seek in order to further their own career such as funds to attend conferences, workshops and/or release time for special projects.
 - Anticipate potential problematic situations beforehand.
 - Advise the new faculty member in aspects of teaching, research and committee work or be able to direct the new faculty member to the appropriate individuals.
 - Be cognizant of the tasks of the mentor in terms of short term and long term goals.
 - Confidentiality - The mentor should treat all dealings and discussions in confidence. There is no requirement to report to the administration. There is no formal evaluation or assessment of the new faculty member, only supportive guidance and constructive criticism for the efforts. There can be a written contract between the mentor and mentee, however, and development plans outlining goals, feedback and time tables. There should be care exercised in using the mentor on evaluation/review panels for the new faculty, however, and the new faculty member must approve (or otherwise) the mentor as a reviewer.

Obligations and Responsibilities

- Take the initiative to make the call to arrange for your first and subsequent meetings with your mentee. Schedule at least one meeting a month with your mentee. Review potential questions that a new faculty member may have ahead of time (see examples of questions to ask mentors above). Know campus resources and where to direct your mentee for questions you can not answer.
- Make a list of the things that you would have wanted to know when you were in the position of the person you will be mentoring.
- Create an agenda for each meeting with your mentee. Agenda items might include: getting to know each other, logistics, goals and expectations, concerns that might interfere your meeting together, initial impressions, questions for/about the mentee, and why you agreed to be a mentor.

- Listen and ask questions; these are two essential skills for successful mentoring. In-depth listening includes: suspending judgment, listening for understanding and providing an accepting and supportive atmosphere. Ask powerful questions, questions that are challenging in a friendly way and questions that help your mentee talk about what is important to her/him.
- Freely share your experiences and what you have learned with your mentee. Allow her/him to determine what decisions and actions are most appropriate.
- Maintain and respect privacy, honesty and integrity. Approach your relationship with the attitude, "what is said in this room stays in this room." Violating these values can negatively impact on the mentoring relationship. Make these boundaries very clear at the beginning of the mentoring relationship
- Experiment with the process. Meetings with your mentee can include alternatives to meeting in your office. Consider going for a walk together, sharing lunch, meeting at a coffee shop, or attending a special event together.
- Plan for the next meeting before you depart from each meeting. Review your progress based on your agenda and solicit ideas about what might be discussed in your next meeting. Ask your mentee about her/his impression of your meeting and what you might be able to do (or stop doing) next time to make the next meeting as good or better.

Adapted from: Rey Carr, Peer Resources - Navigation Tools for the Heart, Mind and Soul <http://www.mentors.ca/mentorpartnerships.html>

VII. Guidelines for the Department Chair

- The Chair will assist in advertising the Mentoring Program and recruiting potential mentors.
- The Chair identifies potential mentors. Once a faculty agrees to become a mentor, the Department Chair collects information about the mentor (e.g. research interests, teaching interests, personal interests).
- The Chair makes information regarding mentoring programs available to all potential hires at the time of the interview.
- When a new appointment is made, the Chair matches the new faculty with a mentor based on complementary characteristics (e.g. personality, interests, etc.)
- The Chair should select as a mentor a person whose views toward teaching and research are aligned with those generally accepted by the department.
- The Chair assigns a mentor to a new faculty member as soon as the offer of appointment is accepted.
- The Chair ensures that appropriate contact information regarding the assigned mentor is sent before the new faculty arrives.
- This means the mentor can contact the new faculty member in advance and address critical questions and issues before their arrival.
- The mentor should be appointed for approximately 3 years.
- The Chair should discuss the mentoring program with both the mentor and new faculty member and should continue to check in with both parties periodically throughout the mentoring relationship.
- The Chair should be amenable to funding a couple of lunches per year for the mentor and new faculty member (this is an important symbolic gesture).
- Support research about mentoring women and other newcomers in your discipline.
- Organize formal programs and informal social events where women ready to move up the ladder can meet with people already at the top.
- Encourage and assist a set of academic mentors for each entering junior faculty person which includes persons within and outside the department and institution who are familiar with some aspect of each individual's field.
- Establish a two-stage mentoring program in which newcomers are initially paired with a senior person of the same sex and race and then helped by that person to find mentor(s) with different strengths throughout the organization.
- Use faculty growth contracts developed by each faculty member in consultation with the department head and mentor to help junior faculty

- clarify goals, strengths and weaknesses, and resources needed for development.
- Bring together small groups of faculty, including both senior and junior men and women for informal discussion of campus issues.
 - Encourage the formation of broad networks of women and underrepresented groups for social and professional development.
 - Do your part to be a mentor to new faculty. Organize a reception for new faculty and university staff. Make sure new faculty get put on appropriate distribution lists. Nominate new faculty for awards (e.g., Sloan, Young Investigator Awards, Packard, Goepper-Mayer, Luce, etc.) Nominate new faculty for committees and invite them to conferences and colloquia.
 - Arrange meetings/lunches with new faculty to describe the tenure process, any deadlines and how faculty will be evaluated.
 - Make sure new faculty have lists people to contact for different needs (e.g., grants and contracts office, research office, who to call to unlock a classroom, media assistance, local community numbers, child care resources, current committee and teaching assignments and a listing of responsibilities of department staff, etc.).

VIII. Guidelines for the Institution

- Issue a formal policy statement reiterated formally and informally in by-laws, speeches, discussion with dean and department chairs, that senior persons are expected to provide helping resources to all junior persons, especially women and minorities. Designate responsibility for implementation, monitoring and evaluating this policy.
- Raise campus awareness about the importance of mentoring for women and underrepresented groups by such strategies as publishing articles in the campus newspaper and faculty bulletin, and discussing the issue at faculty meetings.
- Include development of junior faculty and/or mentoring/advising as criteria in overall evaluation of faculty performance.
- Make mentoring and providing information an established part of annual meetings and other events. At these events consider providing special “mentor” name tag stickers to senior persons who are willing to share experiences and offer advice, offer formal panel sessions that focus on mentoring and development issues, schedule brown bag lunches for junior persons and mentors, and include sessions on specific skills for advancement.
- Establish helping relationships across campus lines. For example, create consortia in which senior persons from several different regional colleges are available to assist junior faculty. This can help alleviate the “shortage” of women mentors on a given campus.
- Hold workshops for institutional decision makers responsible for implementing mentoring programs and provide consulting services.
- Establish a clearinghouse to match potential mentors and mentees based on areas of specialization, research interests, geographical location or concern for special population groups (e.g., join mentor net. www.mentornet.net, a nationwide e-mentoring network for women in engineering and science).
- Publish materials that can serve as “paper mentors” by offering women “insider info” on how to advance in a given discipline.
- Include articles about mentoring (especially those concerning women and minorities) in journals, newsletters, or other publications.
- Engage retired women from academia in mentoring programs for women (e.g. The Office of Women in Higher Education of the American Council on Education through Senior Associates of the National Identification Program.)
- Recognize persons who have been outstanding mentors at special awards ceremonies, in publications, and at plenary sessions.

- Establish training programs to help faculty learn how to be effective mentors for specific types of mentees: women, minorities, and students. Include sessions on items such as grant-writing, vita preparation, and article submission.
- Seek out senior people who are interested in helping to devise mentoring/advising programs and provide them with release time, or support staff, as necessary.
- Advertise and support the membership of women and minority faculty in women and minority caucuses, committees, and special interest groups of national disciplinary associations by providing funding, release time, and recognition for their participation in campus media.

Taken from Hall, R. M. & Sandler, B. R. (1983). Academic Mentoring for Women Students and Faculty: A New Look at an Old Way to Get Ahead. AAC&U Publications: Washington, D. C.

IX. Characteristics of Successful Mentoring Programs for Women & Underrepresented Groups

- Goal is **NOT** assimilation to existing structures, but CHANGE in structures that serve to keep women marginalized.
- Acknowledge the values of women that have traditionally been undervalued. For example, women tend to place greater emphasis on interpersonal satisfaction, integration, and collective, team-based approaches to learning and achievement.
- Acknowledge influences of female socialization without perpetuating negative and potentially harmful stereotypes. For example, women are socialized as caretakers and cooperation is emphasized above personal success. This is in direct contrast to many university atmospheres that emphasize individual competition. Nonetheless, there is often just as much variability within groups as between. Successful mentoring programs must value traditionally undervalued characteristics in our society **AND** appreciate and respect individual differences.
- Acknowledge both real and perceived lack of power. This means valuing the subjective experiences of women and more subtle forms of discrimination. For example, although women may or may not have to deal with overt forms of discrimination, several studies have indicated that all women in academia are subject to institutional discrimination inflicted by out-dated maternity leave policies, hiring practices, salary gaps, tenure policies, child care issues, and dual career concerns. University policies will differentially affect male and female faculty (e.g. tenure clock and the decision to have a child). This must be openly discussed and validated for all women.
- Give special concern for the complexity that arises when categories such as gender, race, and or sexual orientation intersect. For instance, women faculty of color most likely experience discrimination due to their gender and their race. Mentoring programs must be adjusted accordingly to account for these intersections.
- A psychological climate of trust must be developed between the mentor and mentee and other supportive networks. This involves active listening and questioning that extends beyond professional achievements and includes interpersonally focused dialogue on issues such as work-family balance.
- Overall climate change and advocacy can be encouraged in mentoring programs as a means of changing existing male dominated norms; institutional change and social involvement can result. We must encourage everyone to change how we think about mentoring and how we think about faculty roles and institutional structures.

Adapted from: Chesler, N. C., & Chesler, M. A. (2002). Gender-Informed Mentoring Strategies for Women Engineering Scholars: On Establishing a Caring Community. *Journal of Engineering Education*, 91(9), 49-55.

X. Unique Considerations in Mentoring Relationships with Women

A. Women in Nontraditional Fields (e.g., science technology, engineering and math)

Things to consider:

- Senior faculty in STEM departments (most of whom are male) will need mentoring training if collective, individual, or peer mentoring hopes to be successful.
- Acknowledge the history of male dominated fields and the possibility that women in these fields have experienced overt sexism and hostility.
- Career choices for these women run counter to social norms.
- Women in these fields need expert guidance to navigate institutional structures that have traditionally ignored or undermined female involvement.
- Mentors should be prepared to help their mentees secure necessary resources such as access to labs, equipment or funding for special research.
- Be aware of departmental specializations and ensure that women are not excluded from these often elite “invisible colleges.” Encourage mentees to form their own areas of specialization and recruit undergrads and grads.

Further Suggestions:

- Ensure that women have access to the kinds of information about advancement often provided by mentors. Adapt “paper mentors” to address specific problems faced by women in nontraditional fields (e.g. newsletter of the Caucus for Women in Statistics publishes readers’ suggestions for how to best deal with the problem of being a “woman in a man’s world.”)
- Initiate special internship programs for undergrads or grads in the sciences with professional working in specific areas.
- Support the development of panels and networks for women in nontraditional areas (e.g., WIST lunches at URI).
- Conduct mentoring training workshops with potential faculty mentors.
- Mentoring should be considered in yearly evaluations of faculty and in tenure decisions. Include mentoring responsibilities as criterion for special awards and fellowships.

B. Older Women

Things to consider:

- Be aware of trends that indicate large numbers of older women are returning to colleges and universities as undergraduate and graduate students as well as faculty or administrators.
- These women may need a new “map” of departmental and institutional systems which may be different from the one returning women recall.
- Family and work balance may be an even greater concern.
- Constructive criticism and evaluation especially concerning the possibility for “refresher” courses (e.g. in new technology).
- Encourage the adaptation of previously acquired skills into the current context.
- Be aware of toxic stereotypes of older women returning to the field (e.g. “they have nothing better to do”) and doubts over commitment to full-time teaching.
- Be aware and process age related issues that come up in the mentoring relationship (e.g., tension of a younger woman mentoring an older woman).
- Address concern that future accomplishments will be limited by the person’s age and the attitude that mentoring an older woman is not “a good investment”.

Further Suggestions:

- Establish a mentoring program for older women who plan to enter or re-enter academia.
- Encourage participation in networks and peer mentoring programs for returning women faculty and students.

C. Minority Women

Things to consider:

- Be aware of research indicating discrimination leading to lower achievement of minority faculty. Be aware of research suggesting that a major reason for these problems may be a lack of informal interaction and mentoring for these persons.
- Address the difficulty of women from minority backgrounds in finding an appropriate mentor. This may be due to the overabundance of white and/or male mentors and lack of mentors from a minority background.
- If there are few minority women in a department, this high visibility may deter potential mentors.
- Research interests of minority women may fall outside the mainstream interests of the department and may be considered risky by senior faculty.

- Minority faculty may be assigned to fringe departments and/or moved into administrative positions before they have built a substantial research base.
- Minority women who do hold senior positions may be overburdened with committee responsibilities and/or other mentees, and may not have the necessary time to commit.
- Encourage networking with other departments as research suggests that minority women tend to benefit greatly from relationships with other minority women who may fill different mentoring needs.

Further Suggestions:

- Even if a mentor is not immediately assigned, designate a counselor/representative immediately upon hire to help guide women and men from minority backgrounds through the system and provide information on how to manage common problems.
- Support the development of an alumnae network for minority women that could provide one on one advice and community support.
- Pair minority faculty who need to build research credentials with recognized senior scholars.
- Support membership of minority women faculty in newly formed national networks for minority women in higher education (e.g., Hispanic Women in Higher Education, the Black Women's Educational Policy and Research Network).

D. Women with Disabilities**Things to consider:**

- Acknowledge that women with disabilities may be at the greatest risk for being excluded from informal interactions and thus miss out on interchanges that lead to mentoring relationships.
- Potential mentors may be uncomfortable in dealing with women with disabilities as a result of fearing their own inadequacy to mentor someone who may require special assistance or accommodations with which they are unfamiliar.
- Acknowledge that this population may be physically isolated from professors and peers as a result of physical disability or may need added assistance in the case of hearing, vision or speech problems.

Further Suggestions:

- Ensure that all departmental activities are held in places accessible to persons with disabilities.
- Help faculty overcome concerns about how to mentor faculty with disabilities by establishing contact with others who are disabled or who have worked with disabled students. Human Resources and/or Disability Services may be able to provide additional information for departmental

training purposes and/or provide names of individuals who are trained and sensitive to these issues.

E. Sexual Issues:

Mentees:

- Meet with your mentor in non-intimate settings such as departmental offices, labs, and other work-related settings.
- Talk with your mentor in a professional manner, whether discussing personal or professional concerns.
- Get to know your mentor's spouse and/or family and talk about or introduce your mentor to your own spouse or significant other.
- If your mentor suggests a sexual or romantic relationship, confront the issue in a straightforward and firm manner (e.g. "I am not interested in ruining our professional relationship.") If you feel uncomfortable addressing the issue in person, consider writing a letter.
- If you feel harassed or if unwanted advances continue, contact URI Affirmative Action. The following website contains information on URI's Sexual Harassment Policy and compliant procedures:
http://www.uri.edu/affirmative_action/

Mentors:

- Avoid sexual joking or innuendo, comments about personal appearance, and intimate confidences.
- Mention your spouse or significant other and introduce him/her to your protégé.
- Call your protégé by name rather than by a nickname or term of endearment.
- Leave the door open when you meet with your mentee.
- Invite a third person along if you are meeting for lunch drinks or dinner, especially in the initial phases of a mentoring relationship when mentees may be uncertain about parameters.
- Where necessary, make a clear statement that you enjoy working with the mentee and do not wish to jeopardize the relationship or violate conflict of interests guidelines.

Departments/Institutions:

- Develop a conflict of interest policy which clarifies appropriate relationships between mentors and mentees.
- Publicize sexual harassment guidelines
(http://www.uri.edu/affirmative_action/univ_policies.html#sexharras).

- Set up formal and informal grievance procedures for students, faculty, and staff that encompass conflict of interest and sexual harassment complaints. Distribute these procedures/guidelines to all mentors and mentees to be discussed early in the mentoring relationship.

F. Changing Mentors

- In cases of changing commitments, incompatibility or where the relationship is not mutually fulfilling, then either the new faculty member or mentor should seek advice from informal advisors, Associate Dean or Dean. It is important to realize that changes can and should be made without prejudice or fault. Discuss the possibility of changes mentors during the first meeting.
- Changing of mentors should be considered if the mentor is clearly and consistently uninterested in the program, discourages or undervalues the new faculty member's abilities, indicates conflict of interest or form of prejudice, or simply appears to be incompatible.
- The new faculty member, in any case, should be encouraged to seek out additional mentors as the need arises.

Taken from Hall, R. M. & Sandler, B. R. (1983). Academic Mentoring for Women Students and Faculty: A New Look at an Old Way to Get Ahead. AAC&U Publications: Washington, D. C.

XI. References and Resources

URI Resources:

- AAUP <http://www.ele.uri.edu/aaup/index.html>
- ADVANCE Resource Center: www.uri.edu/advance
- Human Resources (for information re: faculty with disabilities):
http://www.uri.edu/human_resources/
- Multicultural Center: <http://www.uri.edu/mcc/http://www.peer.ca/Docs.html>
- Office of Affirmative Action, Equal Opportunity and Diversity:
http://www.uri.edu/affirmative_action/
- Women's Center: http://www.uri.edu/women_center/

References:

Brainard, S. C., Harkus, D. A., & St. George, M. R. (1998) Mentors & Mentees: A Curriculum for Training. Women in Engineering Initiative, University of Washington, Seattle, Washington.

Chesler, N. C., & Chesler, M. A. (2002). Gender-Informed Mentoring Strategies for Women Engineering Scholars: On Establishing a Caring Community. *Journal of Engineering Education*, 91(9), 49-55.

Hall, R. M. & Sandler, B. R. (1983). Academic Mentoring for Women Students and Faculty: A New Look at an Old Way to Get Ahead. AAC&U Publications: Washington, D. C.

Information Brochure for Incoming Women Faculty (1992). Massachusetts Institute of Technology.

Olmstead, M. A. (1993). Mentoring new faculty: Advice to department chairs. *CSWP Gazette*, 13 (1).

Peer Resources – Papers and Articles Available Online About Mentoring:
<http://www.mentors.ca/mentorpapers.html>

University of Toronto's Women Mentoring Program, http://status-women.utoronto.ca/02_Mentoring_Program/mentee_tips_success.htm



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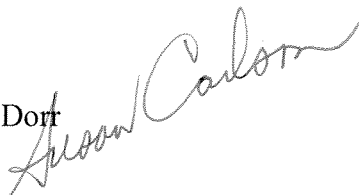


MEMORANDUM ACADEMIC PERSONNEL

Date: February 25, 2013

To: Provost and Executive Vice President Aimée Dorr
Academic Council Chair Robert Powell

From: Vice Provost Susan Carlson



Re: Campus Faculty Salary Equity Plans ready for review

As you know, President Yudof requested that each campus develop a plan for conducting regular faculty salary equity reviews and communicated his directions in a letter to the Chancellors dated September 11, 2012 (attached). The letter asked that each Executive Vice Chancellor/Provost submit a campus plan to Provost Dorr by November 15, 2012, a deadline later moved to January 15, 2013 by Provost Dorr. We received the tenth campus plan last week.

The next step is for you, Bob, to work with the appropriate Senate Committees to review the plans and to let Provost Dorr have your feedback as quickly as is possible. I know that UCAAD is planning to assist in the review. The Provost set April 1 as the previous deadline for approving plans or suggesting amendments (based on the January 15 due date), but since some of the plans were late in getting to us, I am suggesting that we make May 1, 2013 the new deadline for a decision about moving ahead with approval or with agreement on needed amendments. I would suggest that means we need input from the committees, via you, by mid-April. That gives you, Aimée, and me a chance to talk before May 1.

President Yudof's memo requested that each campus plan include the following:

- administrators and faculty committees who will be involved in the faculty salary analysis;
- period of salary equity review (annual, biannual, other);
- units to be studied;
- plans for addressing and reporting any pattern of discriminatory salary differences; and
- methodology employed.

The President also agreed that campuses could continue salary equity studies in place at the time of the request.

Enclosed are the 10 plans as well as a summary chart—prepared by Academic Personnel staff--of the plans and their responses to the President's request for various components in a plan. Please let me know if you have any questions as you move ahead with this review of the plans.

Enclosures: Faculty Salary Equity Plans Summary
Portfolio of campus plans (including September 11, 2012 memo from President to Chancellors)

Faculty Salary Equity Plans Summary

Location	Personnel Involved in Faculty Salary Analysis	Faculty Committees	Period of Review	Units to Be Studied and Methodology	Plan for Addressing and Reporting Discriminatory Salary Differences	Continuing Current Studies Analyzing Salary Equity
Berkeley	Six member joint Senate-administration steering committee (membership may change over the project's course; additional faculty, staff or administrators may also be consulted) *(Chair and Project Lead) Vice Provost for the Faculty *Senate Committee on Budget and Interdepartmental Relations representative *Senate Committee on Status of Women and Ethnic Minorities representative *Additional faculty member with relevant expertise *Dr. Marc Goulden, Director, Data Initiatives, Office for Faculty Equity and Welfare *Vice Chancellor, Equity and Inclusion (<i>ex officio</i>)	*Senate Committee on Budget and Interdepartmental Relations *Senate Committee on Status of Women and Ethnic Minorities	Initial Study/Report to be completed January 2015, then updated every three years	*Steering committee will develop Study methodology, determining what unit-level(s) analysis *Dr. Goulden will conduct preliminary studies, as needed	*Divisional Senate Chair will broadly disseminate Report and post to the Office for Faculty Equity and Welfare website *Provost responsible for implementation (authority may be delegated to the Vice Provost for Faculty) *Implementation dependent upon faculty, Chairs, staff, Senate committees or various administrators *Per steering committee recommendations, campus policies, practices, guidelines or programs will be revised, accordingly	
Davis	UC Davis Salary Equity Task Force (membership TBD)	TBD	TBD	*Initially, decomposition of salary variables into five groups (e.g., summer salary, off-scale salary, grant-funded salary, etc.) *Standardize each faculty member's salary within an appropriate comparison unit *For in-depth analysis of relative salary for sub-disciplines, the Dean (where the primary appointment is held) will identify units of analysis *Demographic factors and market pressures	*Task Force charges: 1. Develop a plan for ensuring that campus policies, procedures and guidelines are as gender and ethnic-neutral as possible re faculty compensation 2. Recommendations for variables used in models for predicting salaries based on faculty performance; long term goal is the development of practices enhancing faculty diversity and faculty success 3. Recommendations re methods for comparing faculty performance across academic disciplines 4. Recommendations for minimizing conflicts of interest 5. Develop implementation timeline re analyses and recommendations 6. Delineate principles re the distribution of the UCD faculty equity salary analyses *Provost and Divisional Senate Chair will widely disseminate the committee report; post on the Provost's website	
Irvine	*Continue campus programs (annual campus pay equity analysis, UCI ADVANCE Program for Faculty and Senate committee of salary equity) *These continuing campus programs include central administration, campus ADVANCE Program, Deans, Department Chairs, faculty equity advisors and faculty *Senate Council on Academic Personnel ("CAP") conducted 2009/10 and 2010/11 faculty salary assessments but assessment discontinued last year. CAP concluded that campus salary scales reflect UCI market salaries. CAP will continue occasionally commenting on salary issues raised in the review file.	*Senate CAP *Senate Council on Faculty Welfare, Diversity and Academic Freedom	Annually (since 1997-98)	*Campus Pay Equity Study 1. Ladder rank faculty on active pay status in October of each academic year; excludes fulltime Faculty Administrators); using AAUP methodology 2. No reporting of aggregate residual by academic unit; presents the number of positive and negative residuals in \$5,000 ranges within a unit *ADVANCE Program for Faculty Equity and Diversity (no unit information) *Academic Senate Salary Analyses 1. CAP assessment of ladder rank salary equity (general campus), jointly with CAP evaluation of faculty productivity with merit and promotion review 2. In 2009, CFW analyzed faculty salaries from 1998-2008 for campus-wide systemic differences in starting salaries and salary increases (over time), based on gender and ethnicity (no significant disparity found)	*Continuing programs (annual campus pay equity analysis, UCI ADVANCE Program and Faculty and Senate committee of salary equity) address faculty salary equity issues * Committed to addressing potential inequity issues via campus-wide study or individual cases *Campus Pay Equity Study posted on the Academic Personnel website; findings reported since 1997-98; salary residuals for individual faculty members provided to Deans and administrators participating in faculty salary decisions; individual faculty can calculate predicted salaries using the published formula for each academic unit *Senate salary analyses are posted on the campus senate website	X

Location	Personnel Involved in Faculty Salary Analysis	Faculty Committees	Period of Review	Units to Be Studied and Methodology	Plan for Addressing and Reporting Discriminatory Salary Differences	Continuing Current Studies Analyzing Salary Equity
San Diego	* Professor MacCubbins (developed methodology for 2006/07 Study and basis for continuing model) * Professor Bitmead (former AVC, Academic Personnel) (conducted the 2006/07 and 2011/12 Studies)	*Senate CAP *Senate Task Force on Faculty Rewards *Gender Equity Task Force	* Initial Study: 2006/07 * 2011/12 most recent *7/1/13 goal for publishing next Study results * At least very five years	*Study methodology 1. Based on the 2001/02 Senate/Administration Gender Equity Task Force and endorsed by the UCSD Senate 2. Regression model a. Fitted by division and department to salary data for a number of years by nonlinear regression variables (years since highest degree and years at UCSD) used to produce predicted salaries for comparison with actual faculty salaries, determining residual for each faculty member (differences between the actual and predicated salaries) b. Faculty members with a negative residual (faculty member's salary is lower than the salary predicted for the average faculty member with the same regression variables) and falling 10% or more below the predicted salary (some exceptions) are "flagged" for further analysis *Units studied: general campus and Scripps Institution of Oceanography faculty *Campus also addresses faculty salary equity issues through an annual Affirmative Action Program Analysis, based on recruitment, advancements, separations and compensation criteria	* Study purpose: 1. Regularly monitor faculty salaries and objectively ensuring salaries of a disproportionate number of women or underrepresented minorities are not below the consistently applied model 2. One screening tool for identifying faculty salaries that may require further analysis, not addressed by using the regression model (i.e., academic reasons) * Study results posted on the Academic Personnel website (individual salaries kept confidential) 1. Process format for publically reporting Study results--in process; likely will follow UCI reporting format 2. Post by 7/1/13 *Various levels and methods of review of results are planned, including administrators and CAP. Campus will also continue annual Affirmative Action Program analysis along with attending to career equity reviews.	X
San Francisco	Eleven member joint Senate-administration steering committee (membership may change over the project's course; additional faculty, staff or administrators at times may also be consulted) *Vice Provost, Academic Affairs (Project Lead) *Senate's EQOP Committee representative *Senate's Faculty Welfare Committee representative *Senate's CAP representative *Assistant Vice Provost, Academic Affairs *Vice Chancellor, Diversity and Outreach *Vice or Associate Dean for Academic Affairs from each school (Dentistry, Medicine, Nursing and Pharmacy) *Academic Data Coordinator, VPAA Office	*Senate Equal Opportunity Program ("EQOP") Committee *Senate Committee on Faculty Welfare *Senate CAP	Initial Study to be completed October 2014; first Report by January 2015, then updated every 3 years	*Each of the four professional schools will study by gender and ethnicity, negotiated salaries (X + Y) plus stipends *Data provided by the Vice Provost's office as of 7/1/14 and subsequent July 1 every 3 years *Methodology for each school's study will developed by the school *Steering committee will approved all methodology	*Report will be posted on Academic Affairs website *Report will identify key findings of the studies and recommend changes in campus or school policies or practices	X
Santa Barbara	*Executive Vice Chancellor *Academic Personnel Director *Academic Senate Committee on Diversity *Chancellors Advisory Committee on the Status of Women	*Academic Senate Committee on Diversity *Chancellors Advisory Committee on the Status of Women	*Analysis and report has been performed annually since 2003	*AAUP methodology used *2012 Study: Ladder-rank faculty on active pay status (academic year salaries) (based on 10/1/12 payroll and personnel data and Academic Personnel data); data considered as a whole then divided by Colleges or Divisions	Administration will continue to use results of analysis, specifically reasons for large negative residuals, in faculty academic personnel cases	X

Location	Personnel Involved in Faculty Salary Analysis	Faculty Committees	Period of Review	Units to Be Studied and Methodology	Plan for Addressing and Reporting Discriminatory Salary Differences	Continuing Current Studies Analyzing Salary Equity
Santa Cruz	Severn member implementation committee *Vice Provost, Academic Affairs (Chair) *Senate Committee on Academic Personnel representative *Senate Committee on Affirmative Action and Diversity representative *Senate Committee on Faculty Welfare representative *Director, Academic Personnel *Director, Institutional Research *Analyst, Institutional Research	*Senate CAP *Senate Committee on Affirmative Action and Diversity * Senate Committee on Faculty Welfare	*Complete analysis by the end of fall 2013, for discussion winter 2014; develop and implement plans addressing study finding issues by end of 2014 *No period of review defined	*CFW recently completed a study of faculty salaries and ladder rank advancement; comparing advancement and salary growth with service years and time since degree (individually and by department) *Plan to build on CFW study, adding gender and ethnicity data	By the end of 2014, develop and implement plans address study findings issues	X

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