

Faculty Diversity in Challenging Times

Fall Forum 2009

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What I do

- Work with deans, department chairs, search committees on recruiting and retaining a diverse faculty
- Collaborate with colleagues across the UC system and elsewhere on diversity-related programs
- Develop new initiatives that address barriers of under-representation

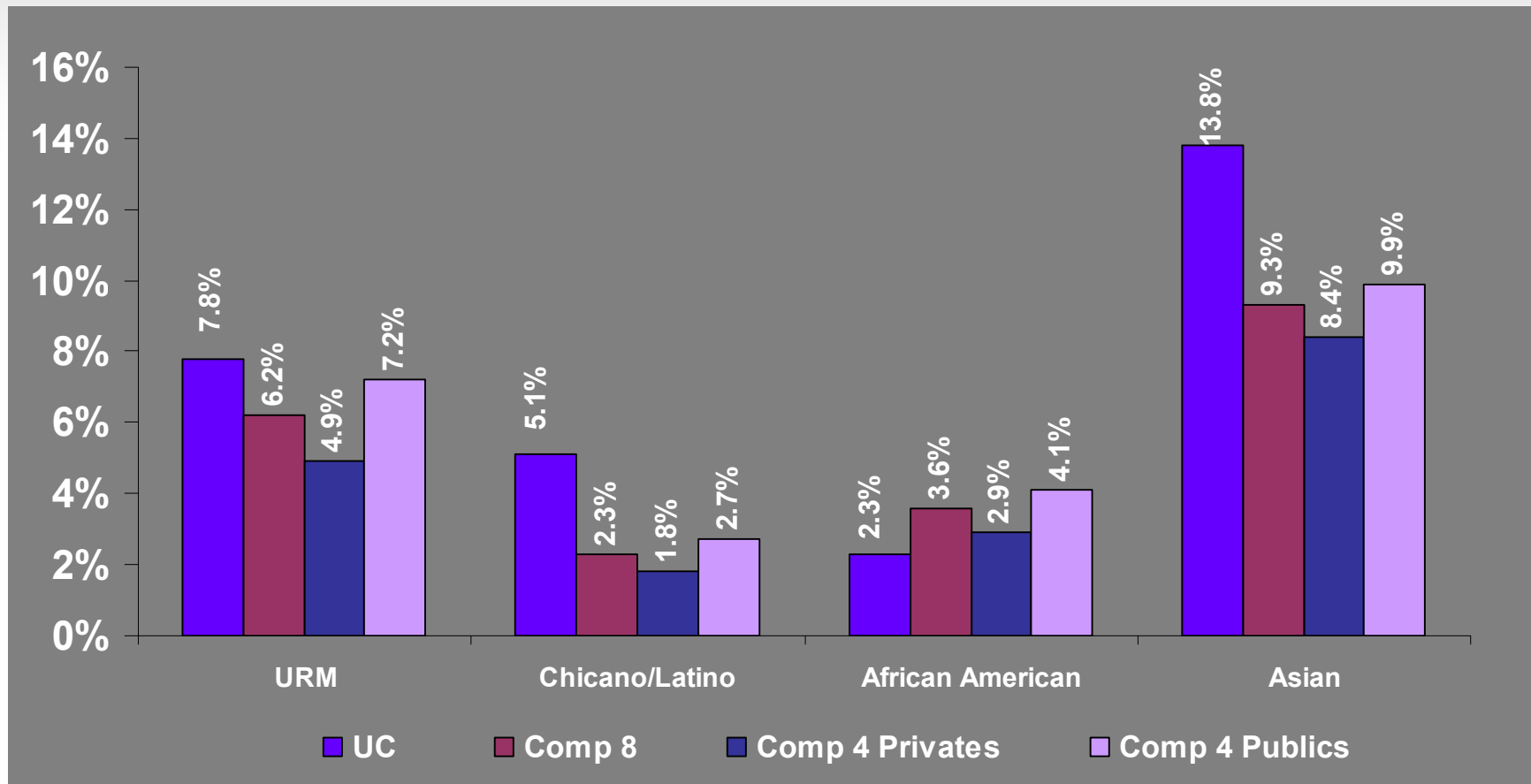
What's happening: 09-10

- Little or no recruitment
- Emphasis on retention, advancement
 - Disproportionate effect of budget situation on women or under-represented minorities?
 - Make sure our current faculty are happy (or as happy as we can make them)
- Overview of current stats, preview of coming programs

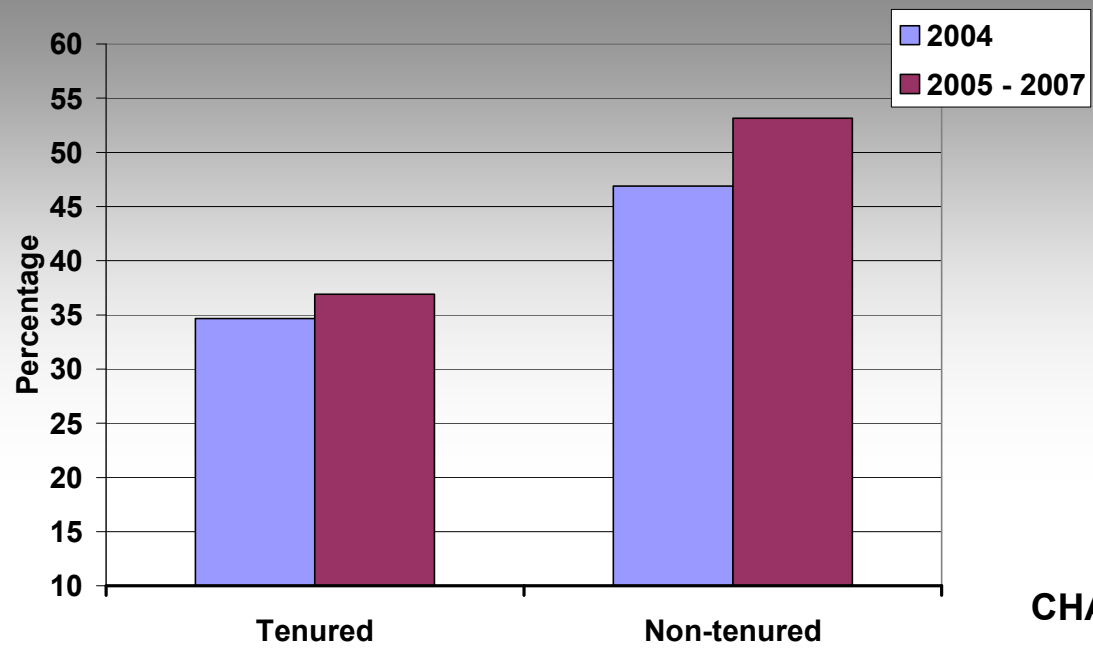
UC Faculty – Comparison 8 Institutions

IPEDS Fall Staff Survey 2007

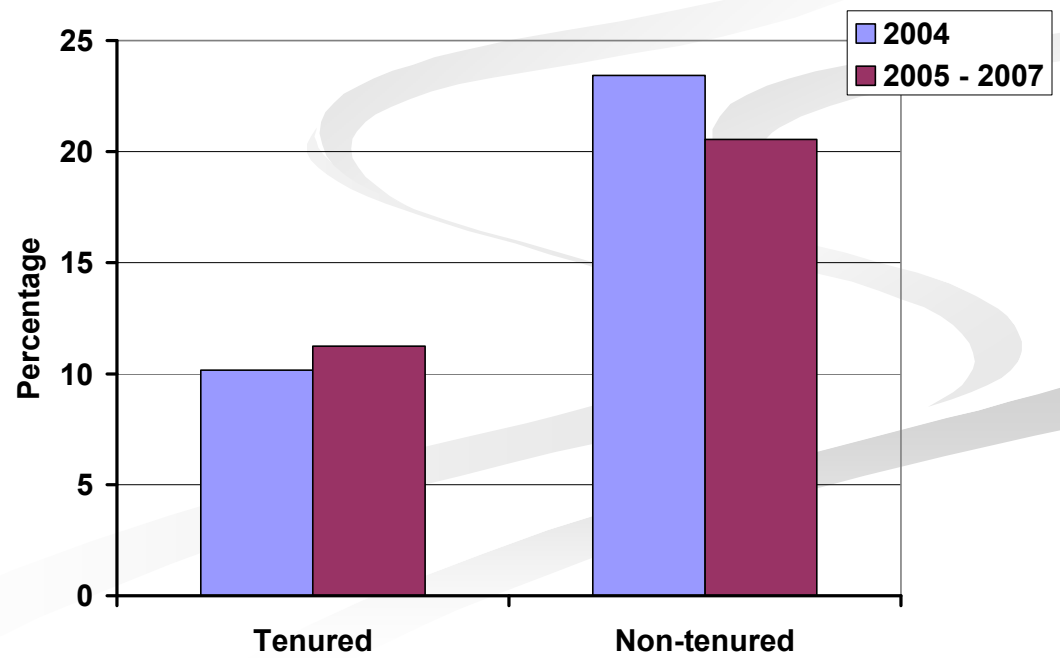
Faculty Diversity is a National Problem



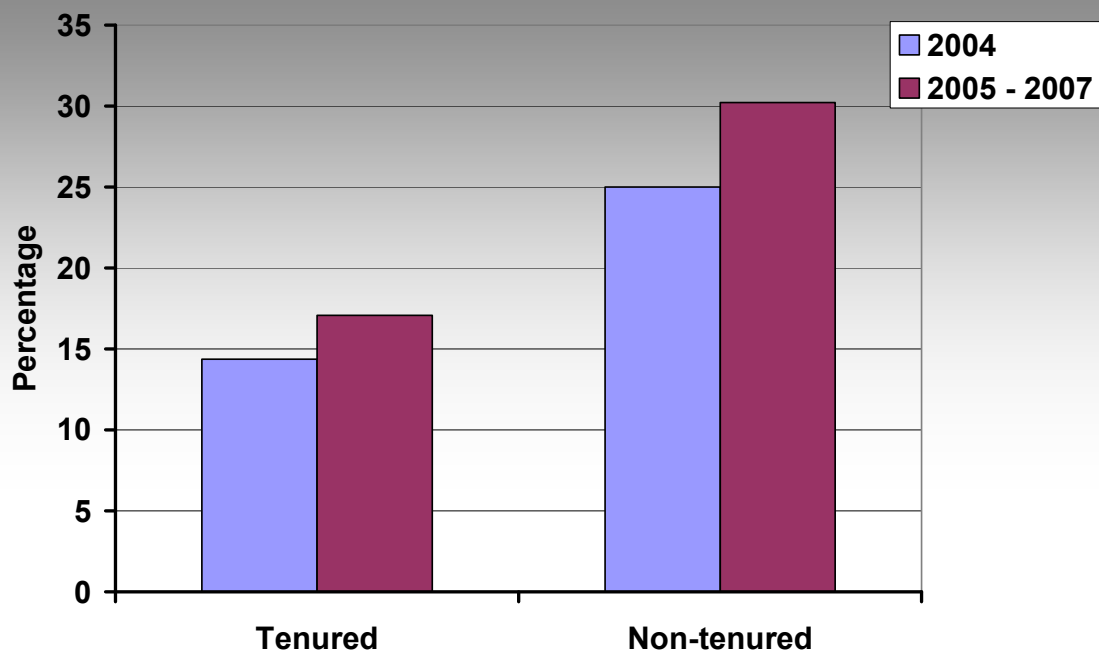
CHASS Women Faculty



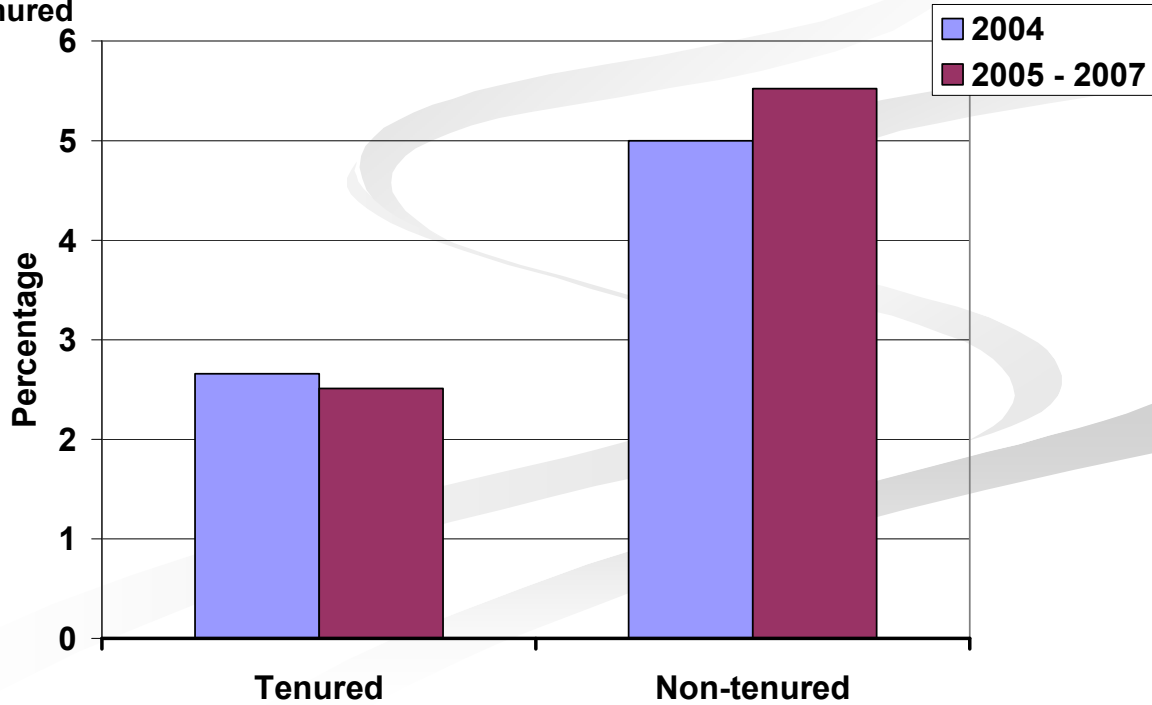
CHASS URM Faculty



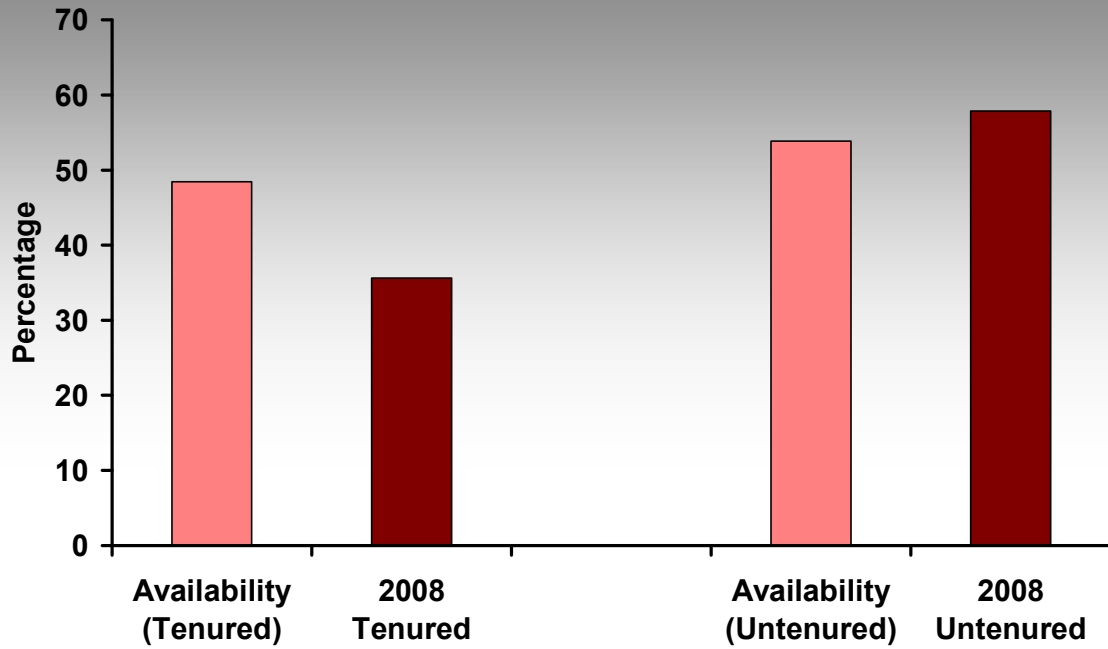
CNAS Women Faculty



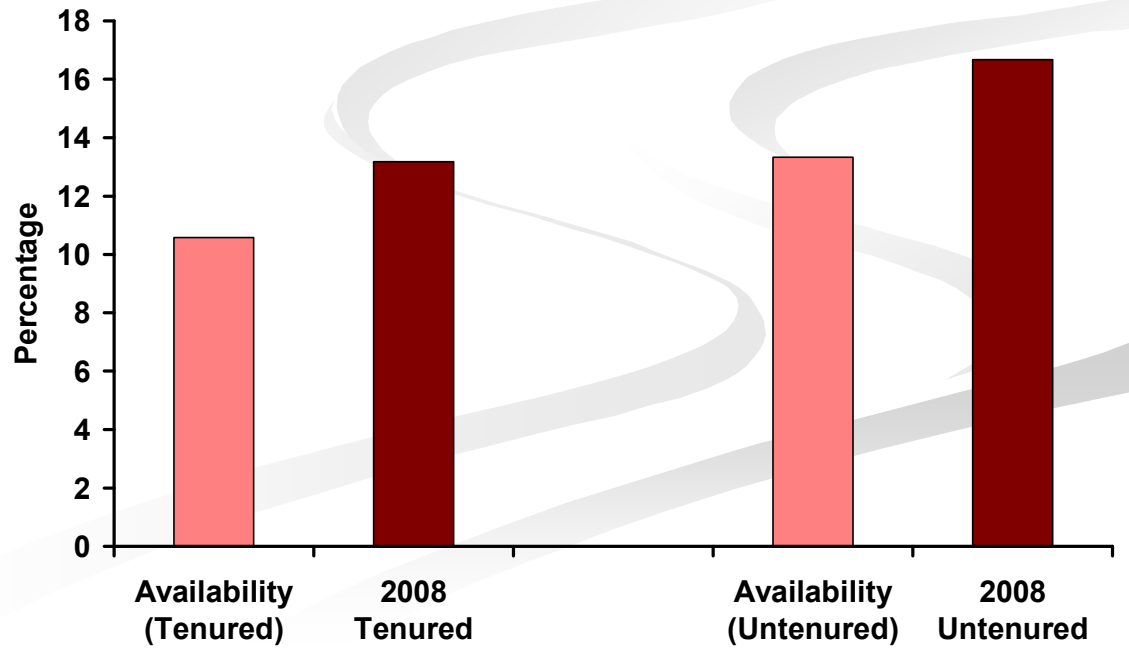
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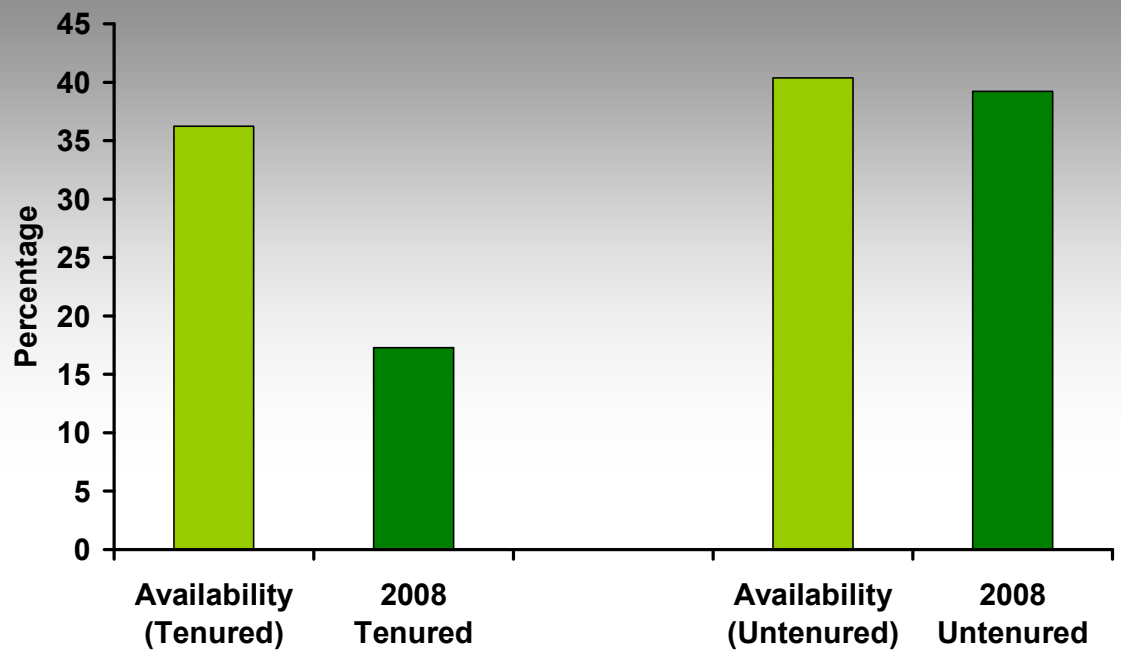
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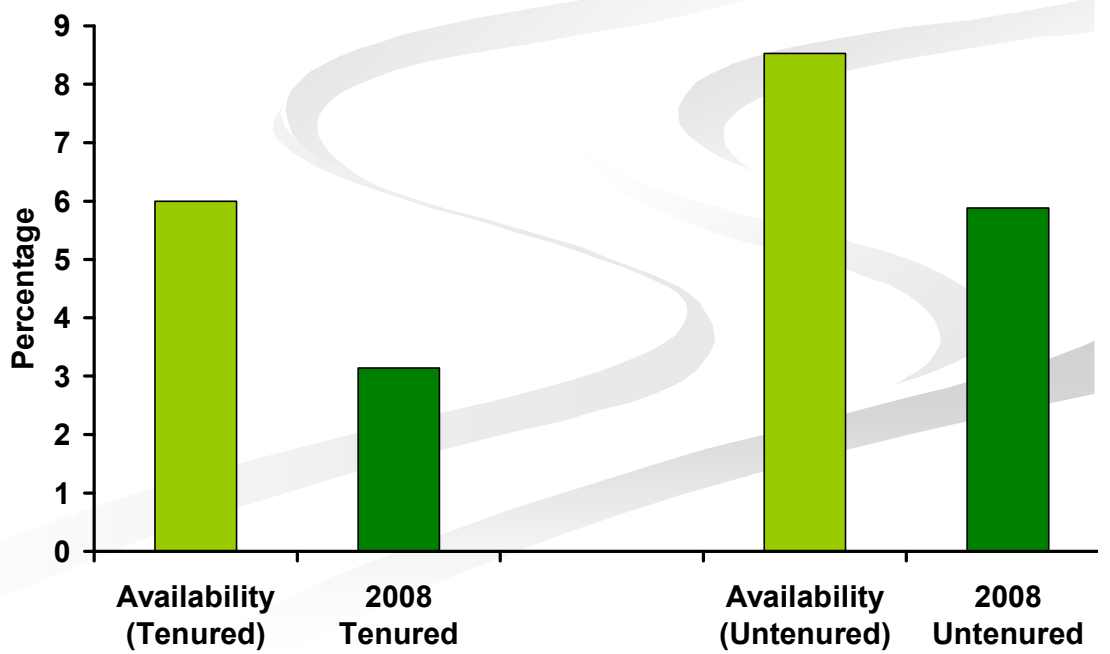
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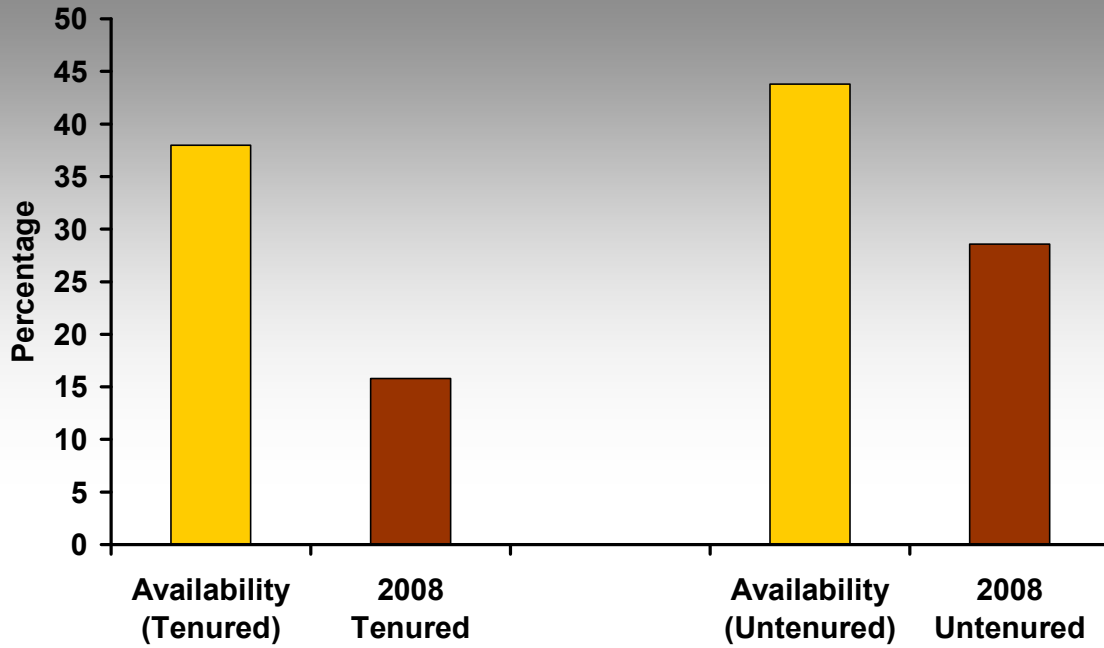
CNAS Women Faculty



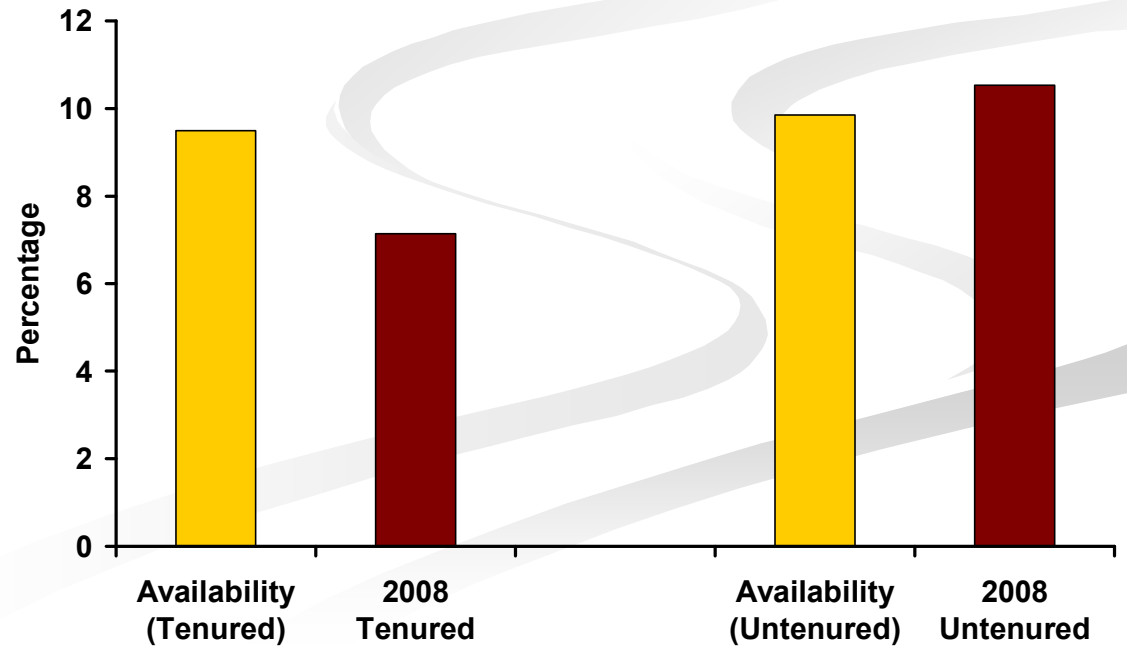
CNAS URM Faculty



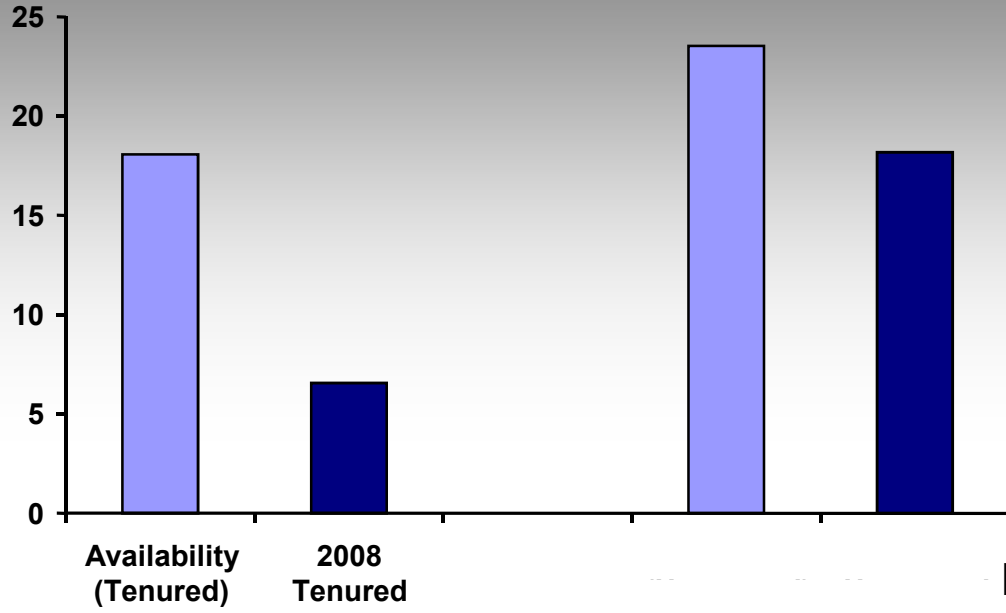
AGSM Women Faculty



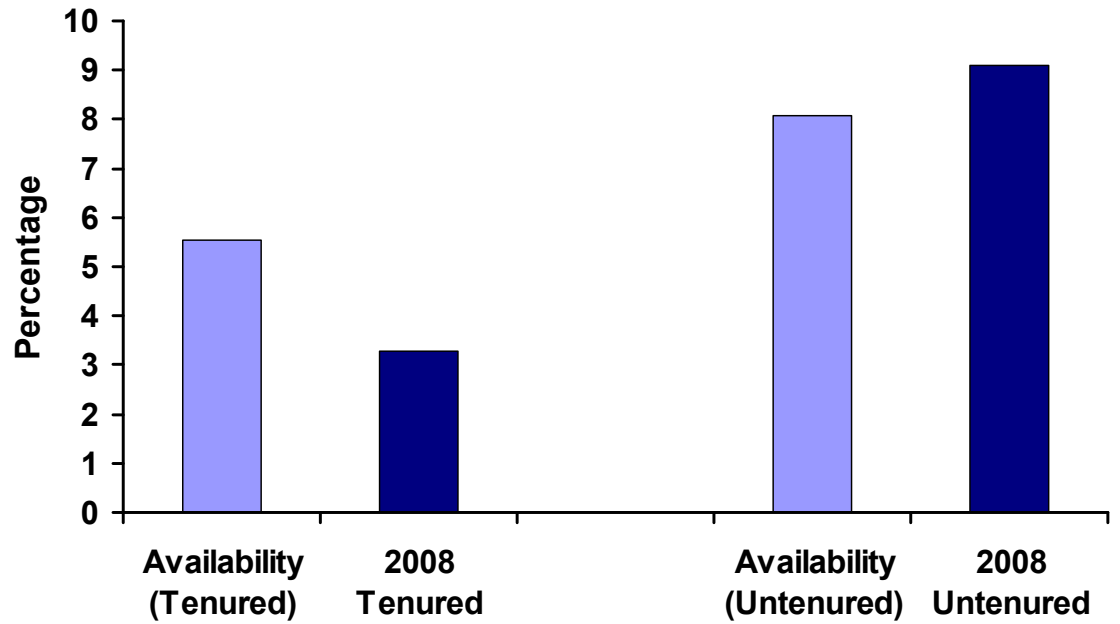
AGSM URM Faculty



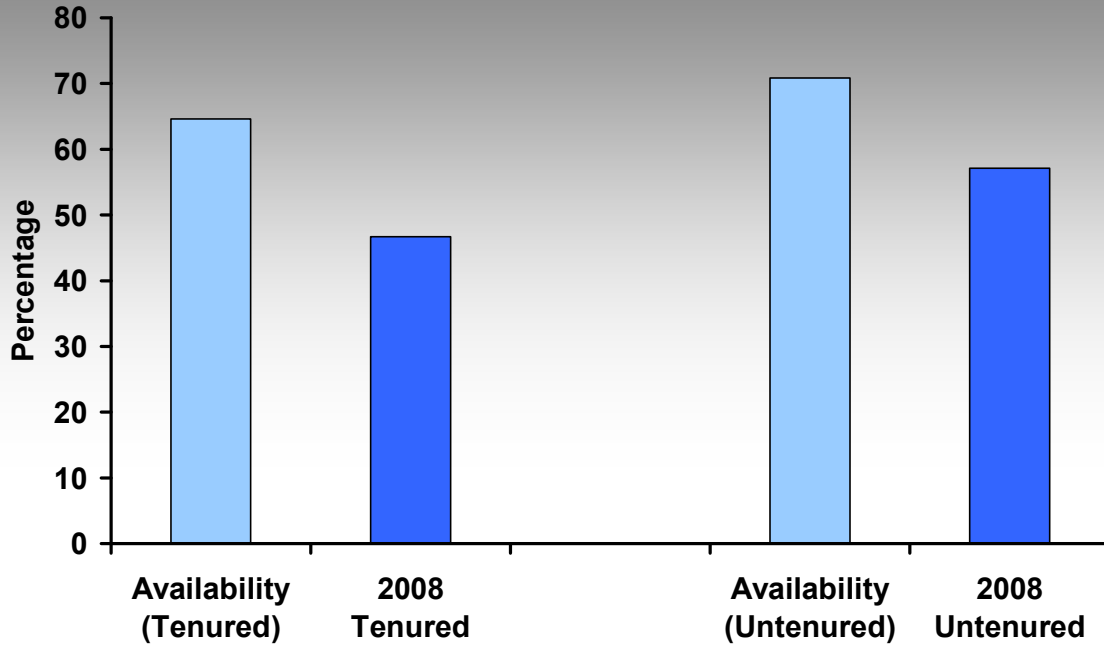
BCOE Women Faculty



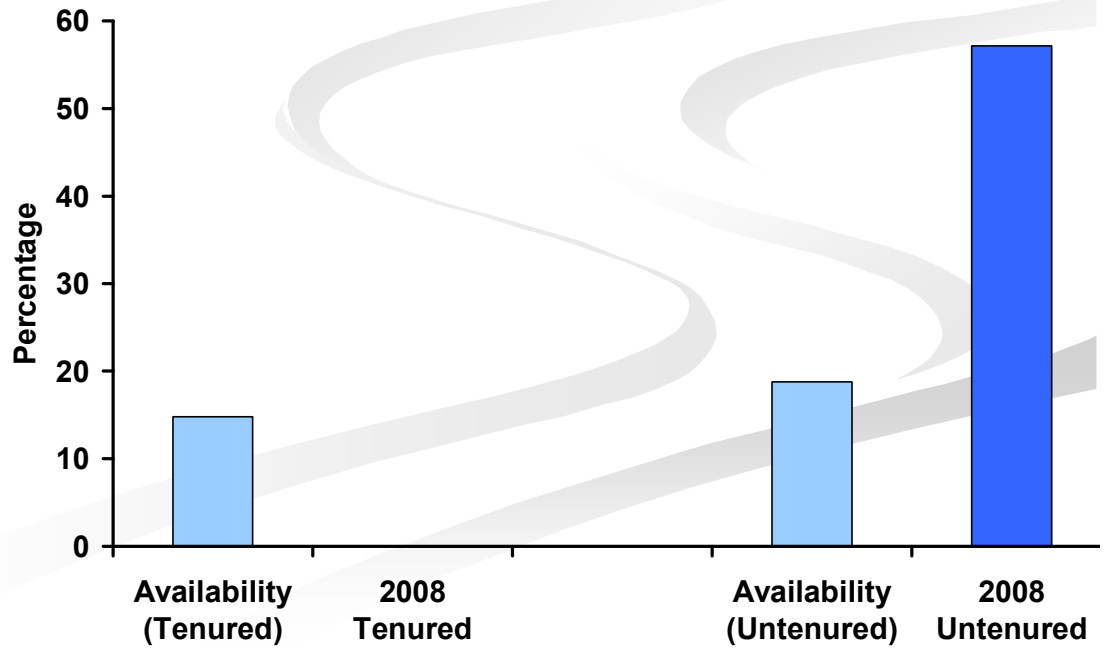
BCOE URM Faculty



GSOE Women Faculty



GSOE URM Faculty



Launch of Faculty Mentoring Program 2009

- Why a mentoring program?
 - New faculty often have questions about adjusting to life as an academic
 - Important in retaining faculty, avoiding misunderstandings (and lawsuits!), promoting success
 - Can be particularly important for women and under-represented minorities

Effectiveness of Mentor Programs

- Cal State Long Beach:
 - After 1 year, compared mentored and non-mentored faculty
 - Mentored had:
 - Higher levels of job satisfaction
 - Better teaching evaluations
 - Greater productivity
 - More firm plans for remaining at the institution

Typical issues addressed

(from UCSD's mentoring site)

- How does one establish an appropriate balance between teaching, research and committee work? How does one say "no?"
- What criteria are used for teaching excellence, how is teaching evaluated?
- How does one obtain feedback concerning teaching? What resources are available for teaching enhancement?
- How does one identify and recruit good graduate students? How are graduate students supported? What should one expect from graduate students? What is required in the graduate program?

Faculty mentoring program pilot 08-09

- All assistant professors (16) from three units: GSOE, History of Art, and Biology
- Volunteer mentors solicited from entire campus
- Chairs assigned internal mentors, AVP assigned external mentors in consultation with Dean
- Positive feedback from all concerned

Plans for 09-10 mentoring

- Campus-wide
 - First and second year assistant professors
- Will call for volunteers to act as external mentors
- **Chairs are asked to assist by assigning internal mentors**
 - **Please send list of mentors and junior faculty to AVP (c/o Felecia Garrett)**
- Will consult before assigning external mentor

Beyond Tenure: promotion to full professor

- Advancement beyond associate professor issue of concern at all UC campuses
- Some evidence from Berkeley that women and men advance at different rates
 - Women in book-based fields slower to achieve full prof (also true at UCSB)
 - Currently gathering data for UCR
- Plans for 09-10 include panel to give information and provide support for associate professors eligible for promotion