New Faculty Orientation 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
New and Ongoing Programs

- Career Partners Program
  - See brochure – for help with dual career issues
  - Spouses or partners with either academic or non-academic professional needs
- Family-friendly policies
  - FAQs on website, brochure
- Faculty Mentoring program
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
Faculty Diversity is a National Problem

- URM: UC (7.3%), Comp 8 (5.9%), Comp 4 Privates (4.5%), Comp 4 Publics (7.0%)
- Chicano/Latino: UC (4.9%), Comp 8 (2.3%), Comp 4 Privates (1.8%), Comp 4 Publics (2.7%)
- African American: UC (2.5%), Comp 8 (3.6%), Comp 4 Privates (2.9%), Comp 4 Publics (4.1%)
- Asian: UC (13.2%), Comp 8 (9.3%), Comp 4 Privates (8.4%), Comp 4 Publics (9.9%)
BCOE Women Faculty

Availability 2008

BCOE URM Faculty

Availability (Tenured)

2008 Tenured

Availability (Untenured)

2008 Untenured

Percentage
GSOE Women Faculty

GSOE URM Faculty

Availability (Tenured) 2008 Tenured

Availability (Untenured) 2008 Untenured

Availability (Tenured) 2008 Tenured

Availability (Untenured) 2008 Untenured

Percentage

Percentage
Faculty mentoring programs

- New faculty often have questions about adjusting to life as an academic.
- Important in retaining faculty, avoiding misunderstandings (and lawsuits!), and 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)
- 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
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
- 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
  - Currently gathering data for UCR
- Plans for 09-10 include panel to give information and provide support for associate professors eligible for promotion