INTERIM REPORT: YEAR 3

JULY 1, 2014 – DECEMBER 31, 2014

UC DAVIS ADVANCE:

INSTITUTIONAL TRANSFORMATION TO BUILD & SUSTAIN A DIVERSE COMMUNITY OF INNOVATIVE STEM SCHOLARS

1.0 Program Leadership & Steering Committee

The UC Davis ADVANCE IT Program Leadership and Steering Committee members are presented in this section, however, a detailed description of participants and the overall management structure for the program can be found in **Appendix A. UC Davis ADVANCE Management Plan**.

PI and Co-PI's

Linda P. B. Katehi, Principal Investigator (PI). Chancellor, University of California, Davis (UCD) and Distinguished Professor, Electrical and Computer Engineering, Women and Gender Studies. Katehi collaborates with the Co-PIs and Faculty Director to provide leadership and oversight for the entire ADVANCE program. Katehi became UCD Chancellor in 2000. She is a member of the National Academy of Engineering, a fellow of the American Association for the Advancement of Science and the American Academy of Arts and Sciences, and a member of many other national boards and committees. Prior to coming to UC Davis, Chancellor Katehi served as provost and vice chancellor for academic affairs at the University of Illinois at Urbana-Champaign; the John A. Edwardson Dean of Engineering and professor of electrical and computer engineering at Purdue University; and associate dean for academic affairs and graduate education in the College of Engineering and professor of electrical engineering and computer science at the University of Michigan.

Adela de la Torre, Co-Principal Investigator (Co-PI). Vice-Chancellor-Student Affairs and Professor of Chicana/o Studies. De la Torre collaborates with the PI, Co-PIs, and Faculty Director to provide leadership and oversight for ADVANCE, as well as leading the Social Sciences Research Initiative. De la Torre, an agricultural economist, is a professor in the Chicana/o Studies Department and director of the Center for Transnational Health at UC Davis. De la Torre's publications and research primarily focus on social determinants of

Chicano/Latino health issues, including border and binational health. In addition, her recent NIH-funded work includes targeting English Language Learning student science educational disparities and developing university- and school-based partnerships to tackle this growing educational divide.

Karen A. McDonald, Co-Principal Investigator (Co-PI) and Faculty Director. Professor, Chemical Engineering and Materials Science. As Faculty Director, McDonald leads the UC Davis ADVANCE Program and provides daily project leadership and management. In collaboration with the PI and Co-PIs, McDonald is the main point of contact with the External Advisory Board, the Internal Advisory Committee, all Initiative committees, Internal and External Evaluators and the NSF ADVANCE Program Officers. Dr. McDonald's research focuses on bioprocess engineering for production of recombinant proteins using plant-based production systems. In addition, McDonald serves as Co-Director of the NIH Training Program in Biomolecular Technology and Co-Director of NSF RESOURCE Graduate STEM Fellows in K-12 Education Program at UC Davis. She was recently the Principal Investigator of an NSF Integrative Graduate Education and Research Traineeship (IGERT) training program entitled "Collaborative Research and Education in Agricultural Technologies and Engineering (CREATE)", which ended in 2014.

Raymond Rodriguez, Co-Principal Investigator (Co-PI). Professor, Molecular and Cellular Biology. Rodriguez collaborates with the PI, Co-PIs, and Faculty Director to provide leadership and oversight for the entire ADVANCE program. Rodriguez is currently Director of the NIH-sponsored Center of Excellence for Nutritional Genomics at UC Davis. Dr. Rodriguez is a member of numerous scientific organizations and committees and he has been an adviser to the NIH and NSF since 1988. He has published numerous articles and books on molecular biology and biotechnology. Dr. Rodriguez holds 18 U.S. patents and his current research focus is nutritional epigenomics, the study of how dietary factors alter human gene activity by chromatin modification. He holds a Ph.D. from UC Santa Cruz.

Maureen Stanton, Co-Principal Investigator (Co-PI), Steering Committee Chair. Vice-Provost, Academic Affairs and Professor, Evolution and Ecology. Stanton collaborates with the PI, Co-PIs, and Faculty Director to provide leadership and oversight for the entire ADVANCE program. Stanton served as Chair of the Department of Evolution and Ecology (2005-2011), is a member of the American Academy of Arts and Sciences and has received numerous awards for her research and teaching, including the UC Davis Prize for Teaching and Scholarly Achievement (2000). Stanton served as the Vice-President of the American Society of Naturalists (1988) and is a fellow of the California Academy of Sciences.

Initiative & Project Directors (listed in alphabetical order)

Linda Assadian, Managing Director, Capital Resource Network. Linda Assadian has served as the Director of the Capital Resource Network since September 2014 and recently relocated back to the United States after 17 years of living abroad. Most recently, Assadian lived in the United Kingdom where she worked at the Shakespeare Birthplace Trust as a Trade Marketing Officer. Assadian began her career at Pacific Gas and Electric Company and served in several roles including Marketing and Business Account Services Supervisor, regional government liaison and was a marketing trainer at the corporate employee training center. Assadian earned an MBA from CSUS and she is also a Registered Nurse with the State of California. While in the UK, she served as a Trustee of the Stratford-upon-Avon Food Bank.

Linda Bisson, Associate Faculty Director and Co-Director, Policy and Practices Review Initiative. Professor, Viticulture and Enology. Bisson collaborates with the PI, Co-PIs, and Faculty Director to provide leadership and oversight for the entire ADVANCE program. Bisson holds the Maynard A. Amerine Endowed Chair in Viticulture and Enology. She brings a wealth of knowledge related to UC Davis faculty recruitment, merit and promotion, and tenure to the PPRI, having served as Chair of the UC Davis Academic Senate (AY 2006-2007,

AY 2007-2008, AY 2011-2012) and as Chair of the Academic Senate Committee on Academic Personnel (Winter 2002, Spring 2002, AY 2002-2003). Dr. Bisson is a member of the advisory boards of the American Viticulture and Enology Research Network and is Science Editor for the American Journal of Enology and Viticulture. She is lead principal investigator on the multidisciplinary multi-principal investigator program in stuck fermentations funded by the American Vineyard Foundation.

Mary Lou de Leon Siantz, Founding Director, Center for Advancement of Multicultural Perspectives on Science (CAMPOS) Initiative and Co-Director, Social Sciences Research Initiative. Professor, Nursing. As a professor at the School of Nursing, de Leon Siantz teaches, conducts research and mentors students in leadership policy and population health. She is nationally recognized for her interdisciplinary efforts to prepare health professionals for leadership and policy, and internationally respected for her research in migrant health.

Jeannie Darby, Co-Director, Policy and Practices Review Initiative. Professor, Civil & Environmental Engineering. Jeannie Darby has recently served as the Chair of the Committee on Academic Personnel Appellate (AY 2012-2013), as a member of the Academic Senate Executive Council (AY 2012-2103), and Chaired the Task Force for "Simplifying the Academic Personnel Process" (AY 2011-2012). These experiences with Academic Senate faculty review processes will inform her work as Co-Director of PPRI. Her research interests are in UV disinfection and the factors influencing this process. Darby has been widely recognized for innovations in engineering education and was awarded the first UC Davis College of Engineering Outstanding Teaching Award. She has also been recognized nationally, receiving the National Society of Professional Engineers Engineering Education Excellence Award. Jeannie Darby helped to found the Center for Women in Engineering at UC Davis and has been instrumental in revising the environmental engineering curriculum.

Jonathan Eisen, Director of Communications. Professor, Microbiology and Immunology, Evolution and Ecology. Eisen also holds an Adjunct appointment at the Department of

Energy Joint Genome Institute in Walnut Creek, CA. Most of his work involves the use of high-throughput DNA sequencing methods to characterize microbes and then the use and development of computational methods to analyze this type of data. His computational work has focused on integrating evolutionary analysis with genome analysis—phylogenomics. Eisen has been awarded numerous grants and accolades, including the Benjamin Franklin Award (2011) for his efforts to provide open-access to the materials and methods used in the life sciences.

JoAnne Engebrecht, Co-Director, Mentorship and Networking Initiative. Professor, Molecular and Cellular Biology. Engebrecht studies meiosis and checkpoint function in the *Caenorhabditis elegans* germ line. She is investigating several aspects of germ line biology using the nematode, *C. elegans*, as a model. Engebrecht specifically investigates how checkpoint pathways are differentially regulated in the female and male germ line; how unpaired sex chromosomes of the heterogametic sex repair double strand breaks and are hidden from the checkpoint machinery; and how different checkpoint pathways interact to ensure the faithful transmission of the genome.

Carol Erickson, Co-Director, Mentorship and Networking Initiative. Distinguished Professor Emerita, Molecular and Cellular Biology. Her research focuses on the development of the avian trunk neural crest. She is particularly interested in the mechanisms that segregate the neural crest lineage from the neural epithelium, the mechanisms that guide specific neural crest lineages along different migratory pathways, and the control of neural crest cell differentiation. She is member of the Society for Developmental Biology, Society for Cell Biology, and American Society for the Advancement of Science.

Susan Rivera, Co-Director, Inclusive Campus Climate Initiative. Professor, Psychology. Dr. Rivera conducts research on the origins and development of symbolic representation in both infants and children. As a member of the UC Davis MIND Institute, she also conducts research contrasting typical development with that of children with neurodevelopmental

disorders including Autism and fragile X Syndrome. She is the Associate Editor of Frontiers in Developmental Psychology, and received the UC Davis School of Medicine Dean's Award for Excellence in Collaboration (2010).

Kimberlee Shauman, Co-Director of the Capital Resource Network and Co-Director of the Inclusive Campus Climate Initiative. Professor, Sociology. Shauman's main areas of interest are social stratification, family and kinship, demography, sociology of education, and quantitative methodology. Her research focuses on gender differences in educational and occupational trajectories with particular attention to the causal effects of family characteristics.

Binnie Singh, Co-Director of the Capital Resource Network. Assistant Vice Provost, in the Office of the Vice Provost, Academic Affairs. Singh serves as the primary liaison between Academic Affairs and other units and organizations, both campus and systemwide, and assists the Vice Provost – Academic Affairs in strategic planning, implementation and innovation for all matters affecting academic personnel at UC Davis. Prior to this role, she served for over 10 years as the Director of Faculty Relations and Development in Academic Affairs consulting with campus leaders on resolving conflicts that involve academic employees, mediating and settling formal complaints and grievances, coordinating and delivering development/training programs for faculty, especially department chairs and new faculty, managing faculty medical leaves and issues related to accommodations, and administering the Work Life Program for academics.

2.0 Initiative Committees & Working Groups

For a detailed description of the participants serving on the UC Davis ADVANCE Initiative Committees, Management Team and Evaluation Team, please see **Appendix A. UC Davis ADVANCE Management Plan**.

2.1 Inclusive Campus Climate Initiative

Co-Directors

Susan Rivera, Professor, Psychology

Kimberlee Shauman, Professor, Sociology

Strength Through Equity and Diversity (STEAD) Members

Steven Athanases, Professor, Education

Manuel Calderón de la Barca Sánchez, Associate Professor, Physics

Tom Famula, Professor, Animal Science

Katherine Ferrara, Professor, Biomedical Engineering

Louise Kellogg, Professor, Geology

Leticia Saucedo, Professor, Law

Mitchell Singer, Professor, Microbiology and Molecular Genetics

2.2 Mentorship & Networking Initiative

Co-Directors

JoAnne Engebrecht, Professor, Molecular and Cellular Biology

Carol Erickson, Distinguished Professor Emerita, Molecular and Cellular Biology

Members

Magali Billen, Associate Professor, Geophysics

Chen-Nee Chuah, Professor, Electrical and Computer Engineering

Gitta Coaker, Associate Professor, Plant Pathology

Raissa D'Souza, Professor, Mechanical Engineering and Computer Science

Lorena Garcia, Assistant Professor, Public Health Sciences

Lynne Isbell, Professor, Anthropology

Binnie Singh, Assistant Vice Provost - Academic Affairs

Matilda Aidam, Director of Faculty Relations & Development, Vice Provost - Academic Affairs

Jay Stachowicz, Professor, Evolution and Ecology

2.3 Policy & Practices Review Initiative

Co-Directors

Linda Bisson, Professor, Viticulture and Enology

Jeannie Darby, Professor, Civil and Environmental Engineering

Members

Ricardo Castro, Associate Professor, Chemical Engineering & Materials Science

Satya Dandekar, Professor, Medical Microbiology and Immunology

Susan Handy, Professor, Environmental Policy and Planning

Phil Kass, Associate Vice Provost-Faculty Equity and Inclusion. Professor, Epidemiology

Rebecca Parales, Professor, Microbiology and Molecular Genetics

Binnie Singh, Assistant Vice Provost-Academic Affairs

Maureen Stanton, Vice Provost-Academic Affairs, Professor, Evolution and Ecology

Monica Vazirani, Professor, Math

2.4 Center for the Advancement of Multicultural Perspectives on Science (CAMPOS)

Founding Director

Mary Lou de Leon Siantz, Professor, Nursing

Members

David Acosta, Associate Vice Chancellor-Diversity and Inclusion, UC Davis Health System

Nina Amenta, Professor, Computer Science

Yvette Flores, Professor, Chicana/o Studies

Susan Kauzlarich, Professor, Chemistry

Kyaw Tha Paw U, Professor, Atmospheric Science

Kent Pinkerton, Professor, Veterinary Medicine-Anatomy, Physiology and Cell Biology

Ray Rodriguez, Professor, Molecular and Cellular Biology

Maureen Stanton, Vice-Provost-Academic Affairs, Professor, Evolution and Ecology

2.5 Social Sciences Research Initiative

Co-Directors

Adela de la Torre, Vice-Chancellor-Student Affairs, Professor, Chicana/o Studies

Members

Mary Lou de Leon Siantz, Professor, Nursing

Yvette Flores, Professor, Chicana/o Studies

Laura Grindstaff, Professor, Sociology

2.6 Capital Resource Network

Co-Directors

Kimberlee Shauman, Professor, Sociology

Binnie Singh, Assistant Vice Provost - Academic Affairs

Managing Director

Linda Assadian, Director Capital Resource Network

Program Manager

Loraine Hernandez-Covello, Project Manager, Regional Employment Network

3.0 Project Management & Evaluation

3.1 Management Team

Programmatic Core

Karen McDonald, Faculty Director, Professor, Chemical Engineering and Material Science

Linda Bisson, Associate Faculty Director, Professor, Viticulture and Enology

Denneal Jamison-McClung, Program Coordinator; Director, Institute for Food & Agricultural Literacy; Associate Director, Biotechnology Program; and Lecturer, University Honors Program.

Sophie J. Barbu, Program Manager

Collaborative Projects and Communications

Jonathan Eisen, Faculty Communications

Luanne Lawrence, ADVANCE Strategic Communications

Andrea Quintero, Post-Doctoral Scholar

Business Operations

Pia Donaldson, Purchasing and Accounts Payable

Manju Kaul, Budget Analyst

Linda Zhao, Financial Analyst

3.2 Internal Evaluation

Terry Westover, Director, Education and Evaluation Services, Resourcing Excellence in Education (REEd), UC Davis School of Education

Lisa Sullivan, Senior Analyst, Education and Evaluation Services, Resourcing Excellence in Education (REEd), UC Davis School of Education

3.3 External Evaluation

Mariko Chang, Independent Evaluator

1.0 Executive Project Summary

1.1 Project Goals

The primary goal of the UC Davis ADVANCE program is to increase recruitment, retention and advancement of female STEM ladder rank faculty, with an emphasis on Latinas, to develop a more innovative STEM workforce that reflects the populations it serves.

Attainment of the primary goal will be achieved through 4 secondary goals:

1. Build a vibrant, welcoming and diverse STEM research community through establishment of the "Center for Advancing Multicultural Perspectives on Science" (CAMPOS);

2. Establish an institution-wide, inclusive climate in STEM departments/colleges in which diversity is valued;

3. Promote equitable career advancement, achievement, and recognition among all STEM faculty;

And,

4. Understand barriers and catalysts for Latinas in STEM.

1.2 Major Activities in Year 3 (July 1, 2014 – December 30, 2014)

In Year 3, UC Davis ADVANCE Initiatives are actively piloting programs to support faculty diversity on campus. We have started to collect participant feedback that will inform conversations around the sustainability of programs that have a significant positive impact on faculty recruitment, promotion and retention. To date this year, the Internal Evaluation team has developed and deployed a survey of the incoming CAMPOS Faculty Scholars, working with the Social Sciences Research Initiative to ensure that the content of the brief survey was complementary with the planned in-depth CAMPOS Faculty Scholar interviews (Appendix I. CAMPOS Faculty Scholar Incoming Survey form). The internal evaluation team has also

conducted the second annual survey of campus participants attending the Women Faculty Reception held on October 23, 2014 (Appendix K. Faculty Women Reception Survey Summary). A broad group of campus women (tenure track and non-tenure track, STEM and non-STEM) attended the event. The follow-up survey provides UC Davis ADVANCE with a means of assessing general campus familiarity with Initiative programs and sheds light on current UC Davis-specific faculty diversity issues. The internal evaluators are working closely with the Mentorship and Networking Initiative and have started to conduct interviews of new faculty currently participating in the pilot LAUNCH program. Interviews of the six mid-career women faculty participating in the National Center for Development and Diversity Faculty Success Program are planned for Year 3, as well (see Appendix D. NCFDD Faculty Success Program Flyer).

UC Davis ADVANCE Initiatives continue to use the Theory of Change (TOC) (see Appendix L. Theory of Change) as a guideline for tracking overall progress toward working objectives. The Theory of Change stages are:

1. Establish a sense of urgency
2. Form a powerful guiding coalition
3. Create a vision
4. Communicate the vision
5. Empower others to act on the vision
6. Plan for and create short-term wins
7. Consolidate improvements
8. Institutionalize new approaches

The four programmatic Initiatives and the Capital Resource Network project have logic models (Appendices M – Q. Logic Models) and each Initiative has an evaluation plan timeline that is synchronized to the overall project evaluation plan table.   At the start of Year 3, UC Davis ADVANCE Initiatives continue to develop and pilot new activities, meeting with campus constituents, such as STEM Deans and Department Chairs, to communicate our vision and

empower campus groups to engage as partners in institutional transformation. Current activities most closely correlate with steps #4-#6 in the Theory of Change. As pilot programs and new activities are assessed, we anticipate entering stages #7-#8 toward the end of Year 3 and repeating a similar trajectory through the Theory of Change stages #4-#5 as new efforts are developed.

Initiative activities and pilot programs launched in Year 3 (to date):

- In support of Goal #1, <u>building a vibrant, diverse community of STEM faculty</u>:
    - The **CAMPOS Initiative** has been working with the Vice Provost Academic Affairs to compile and advertise open UC Davis STEM faculty positions to national partners and share recruitment materials at national meetings, as part of a strategic recruitment plan to attract diverse faculty candidates. Faculty Director McDonald, Co-PI Rodriguez, CAMPOS Director de Leon Siantz and STEAD Member, Prof. Calderon de la Barca Sánchez, shared the open STEM faculty positions at UC Davis and along with the President of SACNAS, Dr. Maggie Werner-Washburne presented a workshop on "Securing Your First Faculty Position: Keys to Successful Interviewing" at the annual SACNAS meeting (Appendix AK. SACNAS workshop). Co-PI Rodriquez shared the current UC Davis STEM faculty positions and presented a workshop entitled, "UC Davis Institutional Transformation: Diversifying the STEM Academy Starting with Latinas" at the national Hispanic Association of Colleges & Universities (HACU) 13th Annual Latino Higher Education Leadership Institute meeting (Appendix AL. HACU workshop handout). CAMPOS continues to encourage departments and search committees to nominate their top faculty candidates for the CAMPOS Faculty Scholar Award (Appendix AG. CAMPOS Faculty Scholar nomination form), and we have awarded seven CAMPOS Faculty Scholars to newly hired STEM women faculty, five of whom have already arrived on campus (Appendix AJ. Davis Enterprise CAMPOS article). Two additional nominees have been selected by the CAMPOS Review Committee and approved by the Vice Provost –

Academic Affairs and are currently deliberating job offers. Two new nominees have been recently received by the CAMPOS Review Committee and are currently undergoing review.

- The **Policy & Practices Review Initiative** Co-Director Bisson and Faculty Director McDonald met with the Academic Senate Executive Committee to establish an Academic Senate formal consultation process for ADVANCE-recommended policy changes. The recommendations for improving UC Davis recruitment practices are currently undergoing Academic Senate formal consultation (Appendix AD. Final draft – Recruitment Recommendations).

- The **Capital Resource Network** to support dual-career hiring has been established on campus, with the hiring of a permanent director, establishment of an Advisory Council, active networking with regional employers and other stakeholders, logo and website development, and planning for a formal program launch in Spring 2015 (Appendix AR. CRN Handout).

- In support of Goal #2, establishing an institution-wide, inclusive STEM climate that values diversity:
  - **Inclusive Campus Climate Initiative's Strength through Equity & Diversity (STEAD)** faculty-led training workshops for search committee members were launched in September 2014 and nine workshops are planned for the academic year. To date, five workshops have been held and over 180 faculty members trained, with an additional 70 faculty expected to take part in training workshops through February 2015. Surveys of the workshop participants are ongoing and summary results will be included in the Year 3 annual report (Appendix S. ADVANCE STEAD Workshop Dates; Appendix T. STEAD Workshop Slides and Notes).
  - The CAMPOS Faculty Affiliates Program will engage a broad segment of the campus faculty population in support of the CAMPOS mission of increasing diversity in STEM faculty. The CAMPOS Committee has developed an application

process and framework to engage faculty interested in promoting STEM

diversity, either through teaching, research, mentoring or outreach. The

program will welcome participation from all faculty, tenure track and non-tenure

track, across all campus disciplines. The committee is launching the effort in

December 2014 via an outreach campaign to faculty that have participated in

CAMPOS and ADVANCE networking activities (CAMPOS Faculty Welcome,

Cafecitos, the Faculty Women Reception), the Internal Advisory Board STEM

Deans, and through campus partners, such as the UC Davis Hispanic/Latino

Faculty group **(**Appendix AF. CAMPOS Faculty Affiliates Program Application

Instructions**)**.

- In support of Goal #3, promote equitable STEM career advancement:
    - o Programs for Assistant Professors: The Mentorship and Networking Initiative has
      undertaken an ambitious pilot program aimed at welcoming new STEM faculty to
      campus. The LAUNCH program is modeled on similar successful mentoring
      programs developed at Case Western Reserve and the University of Michigan,
      convening a committee of senior faculty to advise the new faculty member on a
      range of issues related to setting up a research program, managing teaching
      loads, securing campus resources and generally making a successful career
      transition to their departmental work environment. Currently, we have a total
      of ten Assistant Professors participating in the pilot LAUNCH Program, including
      three of the incoming CAMPOS Faculty Scholars (Appendix AB. LAUNCH
      Committee Program 2014-2015 Participants). In addition to the structured
      mentoring that occurs via LAUNCH, the Mentorship and Networking Initiative is
      providing administrative support to the successful and informal networking
      group, the New Faculty Network. The New Faculty Network meets monthly and
      hosted a large fall kick-off event in October 2014.
    - o Programs for Associate Professors: The Mentorship and Networking Initiative
      maintains a listserv for Associate Professors and is partnering closely with the

Vice Provost – Academic Affairs (VPAA) to promote resources available through VPAA, such as the Brown Bag series for mid-career STEM faculty, which touches on issues related to merit and promotion, work-life integration, career expectations, and other topics of interest for Associate Professors.

o Programs for all tenure track women STEM faculty (Assistant, Associate, Full): The Mentorship and Networking Initiative, in partnership with VPAA, provided an opportunity for six UC Davis STEM faculty to participate in the National Center for Faculty Development and Diversity (NCFDD) Faculty Success Program at a reduced cost in Fall 2014 (Appendix C. NCFDD & Faculty Success Program; Appendix AA. NCFDD FSP Participant List). This training program was made available, in addition to the NCFDD resources already available to all faculty, post-doctoral scholars and graduate students, via the UC Davis institutional membership in NCFDD. The internal evaluation team will be following up with interviews of the Faculty Success Program participants to assess its relative value as a mentoring tool. If found to have a positive impact on faculty participants, the CAMPOS Initiative plans to make the NCFDD Faculty Success Program available to all CAMPOS Faculty Scholars and selected CAMPOS Faculty Affiliates.

o The ADVANCE Scholars Award Program first call for nominees took place in Spring 2014. Two selected awardees, Prof. Karen Bales and Prof. Tina Jeoh, will be giving their award seminars in February and April, respectively. This Mentorship and Networking Initiative effort provides an opportunity for women faculty to receive recognition from their peers, give a high-profile research talk, and highlight professional achievements in mentoring, outreach and promoting diversity in STEM. We are in event planning stages for each of the ADVANCE Scholar Award seminars, which will be followed by Faculty Networking Receptions. The CAMPOS Initiative is introducing Faculty Scholars and Faculty Affiliates to faculty professional development resources tailored to underrepresented groups and/or focusing on promoting diversity in STEM (ex: SACNAS Summer Leadership Institute). Mentorship and Networking Initiative

member, Dr. Lorena Garcia, attended the SACNAS Summer Leadership Institute in July 2014. CAMPOS is planning to provide travel funds support for selected faculty to attend similar conferences and events.

- o The Policy and Practices Review Initiative is currently reviewing UC Davis policies related to faculty merit and promotion processes. Submission of draft recommendations to the Academic Senate for preliminary comments will occur in Spring 2015, with a formal consultation planned for the Fall 2015 (Year 4). The PPRI is also developing a UC Davis ADVANCE Roundtable, "The Changing Context of Academic Science: Implications for Support, Reward Systems and Engagement", with a keynote address by Dr. Donna Shalala, President of the University of Miami and former US Secretary of Health and Human Services (1993-2001). The Roundtable will be held in conjunction with the Chancellor's Colloquium on April 10, 2015.

- In support of Goal #4, understanding barriers and catalysts for Latinas in STEM
  - o The CAMPOS Initiative welcomed five new CAMPOS Faculty Scholars to campus, with two additional hires arriving by the end of Year 3. The incoming faculty completed a brief survey indicating their desires and expectations for CAMPOS participation and support (Appendix I. CAMPOS Faculty Scholar Incoming Survey form; Appendix J. CAMPOS Faculty Scholar Incoming Survey results).
  - o The Social Sciences Research Initiative continued conducting interviews, annotating transcripts and collecting data on the experiences of Hispanic/Latina UC President's Post-Doctoral Research Fellows. The group began a new interview project with the incoming CAMPOS Faculty Scholars.
  - o Members of the ADVANCE Leadership and Management teams continued to engage with national groups serving Hispanic/Latina faculty, such as the Society for the Advancement of Chicanos and Native Americans in Science (SACNAS) and the Hispanic Association of Colleges and Universities (HACU) (see Part 2.2 of this section).

o The CAMPOS Initiative has submitted a joint proposal (NSF IHE) with the University Texas – El Paso for extramural funding to support the Border STEM Network with partner Hispanic-Serving Institutions (HSIs).

In the first half of Year 3, Initiatives have been very active in deploying the pilot programs listed above across STEM colleges at UC Davis, as well as engaging with collaborators in non-STEM colleges and off-campus. In the second half of Year 3, focus will shift to characterizing the resources needed to scale and sustain successful Initiative pilot programs on campus. Increasingly in Year 3, Initiatives have worked together to identify natural points of collaboration through their pilot programs. For example, with the arrival of the first CAMPOS Faculty Scholars this fall, the Mentorship & Networking Initiative worked closely with the CAMPOS Initiative to set up LAUNCH committees for those new faculty. Also, the development of the CAMPOS Faculty Affiliates Program (Appendix AF. CAMPOS Faculty Affiliates Program Application instructions) will serve as a cross-initiative platform for developing joint research, teaching and mentoring programs aimed at increasing diversity. At the mid-point of Year 3, we will hold a second "All Initiative" Faculty Retreat to discuss challenges encountered to date, points of synergy between Initiatives and to prepare for the NSF site visit.

1.3 Dissemination and Opportunities for Professional Development

In Year 3, UC Davis ADVANCE launched a series of brown-bag workshops "Women in STEM: Where Do We Stand?" to bring together the Initiatives (Co-Directors and Initiative committee members) for the review and discussion of demographic data across STEM, from the national level, to UC systemwide data, to UC Davis-specific (Appendices E. and F. Brown Bag Series presentations). The Social Science Research Initiative is planning a brown-bag series for Dec-March (Appendix AO. SSRI Brown Bag Series Invitation). Research project results will be presented to all of the Initiatives, with the goal of informing the structure and content of programmatic efforts.

In addition to ADVANCE seminars and brown bags, the UC Davis campus is host to many other workshops, seminars and activities for STEM faculty professional development, including the

Office of Graduate Studies Mentoring during Critical Transitions brown bag series. The UC Davis ADVANCE management team has been utilizing the program website and listservs to promote those professional development offerings related to project goals, as determined by project leadership and the Initiative Co-Directors. (See Section E: Project Communications)

1.4 Planned Activities for Year 3

Moving forward into the last half of Year 3, the UC Davis ADVANCE Management Team is planning to continue our regular schedule of management, budgetary, and Co-Director and Leadership meetings (Appendix B. ADVANCE meetings), as well as holding the monthly or bimonthly lunchtime brown bags to encourage cross-Initiative faculty communication, collaboration and internal dissemination of pilot program results. In addition, half-day faculty retreats will continue to be held approximately twice per year. Interactions between faculty at the cross-Initiative brown bag meetings and faculty retreats will be guided by cross-cutting themes, such as "Recruitment", "Mentorship Strategies for Diverse Faculty", or "Merit and Promotion". Planned upcoming Initiative program activities and events, include: monthly CAMPOS Cafecitos and New Faculty Networking events; LAUNCH meetings, ADVANCE Scholar Awards seminars & Networking Receptions; and the UC Davis ADVANCE Annual Symposium/Roundtable.

2.0 Participants and Partnerships

2.1 Internal Partners (UC Davis)

UC Davis ADVANCE pilot programs have been welcomed by the STEM Deans and department Chairs, and have reached a large number of the STEM faculty, especially those engaged in faculty recruitment activities. Critically, UC Davis ADVANCE leadership has engaged the faculty Academic Senate in formal consultation for proposed policy changes and to work with this governing body in rolling out pilot programs across campus (see Section 3.1). In partnership with the Vice Provost – Academic Affairs (VPAA), we have had broad dissemination of the CAMPOS Faculty Scholars Award nomination materials and the Inclusive Campus Climate STEAD training workshops have reached over 180 faculty members, with ~70 more participants planned for the academic year. The Mentorship & Network Initiative programs (LAUNCH committees, New Faculty Network and Welcome Reception, National Center for Development & Diversity campus membership and access to Faculty Success Program) are also made possible through partnership with the VPAA and have reached hundreds of faculty.

The Management Team continues to communicate with key campus administrators, meeting with Deans of Colleges serving on Internal Advisory Board and their associated Department Chairs to discuss the results of the internal evaluator Chair survey (assessing familiarity with ADVANCE programs), disseminate materials on UC Davis ADVANCE Initiatives and discuss how programs, such as STEAD, LAUNCH, and the CAMPOS Faculty Scholars Award, have been impacting their respective colleges and departments. The purpose of the meetings is to identify best practices and strategies that will promote the goals of UC Davis ADVANCE across the STEM colleges and departments, as the academic units have unique cultures that influence practices affecting faculty recruitment, mentoring, promotion and tenure. During the meetings, the STEM Dean and each department Chair was/will be provided with short 1-2 page Initiative Executive Summaries and resources outlining Initiative activities, priorities and upcoming events (see Appendices R., Z., AC., AE., AN., and AP. Executive Summaries). To date for this reporting period, we have met with the College of Engineering (November 12, 2014). We have

scheduled upcoming meetings with and the Division of Mathematics & Physical Sciences (December 10, 2014), the School of Veterinary Medicine (December 11, 2014, the College of Agriculture & Environmental Sciences (February 6, 2015), and the Division of Social Sciences (February 12, 2015). We are in the process of confirming dates to meet with the administration of the College of Biological Sciences and the School of Medicine.

Engaging with the Dr. Sheryl Soucy-Lubell (Office of Research), a member of our Internal Advisory Board, led to the development and presentation of a seminar, "The Art and Craft of Team Science" by Faculty Director Karen McDonald and Co-PI Ray Rodriguez at the July 2014 UC Team Science Retreat in Santa Barbara, CA organized by Barbara Walker, UC Santa Barbara and Susan Carter, UC Merced (Appendix D. UC Team Science Presentation). Conversations continue on the development of grant-writing workshops and other faculty professional development resources that will be geared toward incoming CAMPOS Faculty Scholars and other new women STEM faculty. The Office of Research has also requested UC Davis ADVANCE input on the diversity-related components of currently funded and proposed research grants.

Faculty Director Karen McDonald participated in the COACh-the-COAChes training on August 9, 2014, in San Francisco, to become a COACh workshop facilitator and access training materials for presentations at local and regional meetings, as well as student-oriented events. This training was helpful in preparing the SACNAS workshop "Securing Your First Faculty Position: Keys to Successful Interviewing". The UC Davis ADVANCE leadership and management teams are also taking an active role is supporting the newly launched Empowering Women in STEM (EWIS) program, directed by Dr. Amandeep Kaur. EWIS aims to connect UC Davis women STEM graduates to professional career networks and mentoring resources in order to accelerate transitions from graduate school, through post-doctoral studies, and into STEM careers.

2.2 External Partners

The UC Davis ADVANCE program is reaching out and interacting with a number of national organizations and groups to promote diversity in STEM faculty, as well as highlight issues related to filling the STEM pipeline with diverse candidates. In October, PI Linda Katehi was an

invited panelist at the National Hispanic Caucus annual meeting in Washington DC, where she shared information on UC Davis ADVANCE and the CAMPOS Initiative with a broad audience of policy makers, educators and business people interested in promoting diversity in higher education and STEM. CAMPOS Founding Director, Dr. Mary Lou de Leon Siantz contributed an article, "Promoting Latina Scientist" to Latino Magazine, which was distributed to participants at the caucus meeting and nationally (Appendix AI. Latino Magazine).

Co-PI Ray Rodriguez gave a workshop entitled, "UC Davis Institutional Transformation: Diversifying the STEM Academy Starting with Latinas", at the Hispanic Association of Colleges and Universities 13th Annual Latino Higher Education Leadership Institute on October 4th (Appendix AL. HACU workshop handout).Through interactions with key players in the national Hispanic higher education, research and policy making community, UC Davis ADVANCE and CAMPOS is laying the foundation for national collaborations to support women in STEM, with emphasis on Latinas. Following up on relationships established in Year 2, CAMPOS has continued to work with Border STEM Network partners, including the University of Texas Pan American, the University of Texas El Paso, and the University of Arizona. In the fall, CAMPOS worked with Border STEM Network partners to develop and submit a NSF IHE ADVANCE proposal. The project, if funded, will support the development of collaborative projects by Latina STEM faculty scholars at the participating universities.

As mentioned in the major activities section, we have also continued building on our partnership with SACNAS, a leading organization for the advancement and success of Hispanic/Chicano and Native American scientists and engineers. Dr. Lorena Garcia, an Associate Professor in the School of Medicine and member of the UC Davis ADVANCE Mentorship & Networking Initiative committee participated in the 2014 SACNAS Summer Leadership Institute and was selected for the 2014 SACNAS Leadership Conference. Prof. Garcia was joined at the 2014 National SACNAS Conference by a team from UC Davis ADVANCE: Prof. Raymond Rodriguez (Co-PI); Prof. Mary Lou de Leon Siantz (CAMPOS Director); Prof. Manuel Calderón de la Barca Sánchez (STEAD Member); and Prof. Karen McDonald (Faculty Director). The team was joined by the President of SACNAS, Dr. Maggie Werner-Washburne

and presented a workshop "Securing Your First Faculty Position: Keys to Successful Interviewing" and disseminated a list of open UC Davis tenure-track STEM faculty positions.

Finally, we have continued to partner with external organizations that have provided important services to our program including Digital Deployment (website development and training of program personnel), Tech Valley Connect (consultation and advising on the Regional Employment Network), and Mariko Chang (external evaluation).

3.0 Institutional Impacts

3.1 Identification of Institutional Policies for Revision

The Academic Senate is one of the primary governing bodies (shared governance model) at UC Davis. All current policies affecting faculty recruitment, review, promotion or retention are overseen by the Academic Senate and partnership with this governing body is essential for achieving institutional transformation. The UC Davis ADVANCE Faculty Director and Associate Director/Co-Director of the Policy & Practices Review Initiative met with the Executive Committee of the Academic Senate to outline the formal consultation process for suggested policy changes that emerge from UC Davis ADVANCE program activities in October 2014. In Year 2, the Policy & Practices Review Initiative drafted a document with suggested policy changes related to faculty recruitment and posted it on the Academic Senate Information System (ASIS) electronic whiteboard to collect broad, informal feedback. In future, initial drafts of policy change recommendations will be similarly reviewed on ASIS before proceeding to the formal Academic Senate consultation stage. The formal consultation process that connects UC Davis ADVANCE recommendations to the appropriate Academic Senate committees will be used iteratively to review and implement policy changes as reports from the Policy & Practices Review Initiative are developed and shared with the campus.

3.2 ADVANCE Programmatic Impact on the Broader Campus Community

In Year 2, The Vice Provost - Academic Affairs partnered with the UC Davis ADVANCE program Mentorship and Networking Initiative to purchase an institutional membership for the National

Center for Faculty Development and Diversity (NCFDD) http://www.facultydiversity.org/ (Appendix C. NCFDD & Faculty Success Program). Access to mentorship and professional development resources has been made available to the entire academic community at UC Davis (STEM/non-STEM, tenure-track/non-tenure-track faculty, post-doctoral scholars and graduate students), which encompasses thousands of STEM women at various stages of career progress (UC Davis has recently been recognized as the university with the highest number of women enrolled in STEM degree programs, nationally). New faculty, post-doctoral scholars and graduate students will be enrolled annually by the office of Academic Affairs, which will also track usage through regular reporting of user metrics by NCFDD to the campus.

3.3 Evaluating Campus Impact

The UC Davis ADVANCE management team meets regularly with the internal evaluation team, Dr. Lisa Sullivan and Dr. Terry Westover, to discuss project activities and the evaluation plan. To inform project surveys, a participant database for tracking the demographics and contact information of event attendees and other program constituents is maintained by the Management Team and shared with evaluators upon request. In turn, the internal evaluation team works closely with our external evaluator, Dr. Mariko Chang, to assess project outcomes and impact, and to guide implementation of project goals as outlined on the project evaluation plan.

4.0 Project Personnel Changes

4.1 Project Management

Project Management personnel changes in Year 3 have included the addition of Prof. Linda Bisson, Co-Director of the Policy & Practices Review Initiative, as the new Associate Director and the addition of Faculty Director Karen McDonald as a Co-PI. Prof. Kim Shauman has stepped down from Co-PI and Associate Director roles and continues to be active in Co-Directing both the Inclusive Campus Climate Initiative (STEAD launch in Fall 2014) and the Capital Resource Network (regional launch planned for Spring 2015), as well as continuing with

ADVANCE research components (NSF Indicators data, climate surveys). Due to a steep increase in programmatic activities requiring staff support, the Program Assistant, Ms. Sophie Barbu, has moved into the role of Program Manager and a new Program Assistant is currently being hired. Dr. Denneal Jamison-McClung continues in the role of Program Coordinator and will supervise both the Program Manager and Program Assistant.

A new role, Director of Communications, is being developed as part of the management team structure. Prof. Jonathan Eisen, formerly the Co-Director of the Policy & Practices Review Initiative, will be focusing efforts on blogging and social media platforms to raise national and international awareness of the UC Davis ADVANCE program and issues impacting diversity in STEM. In addition, he plans to develop training for faculty on how best to use social media platforms to promote their research programs. We have also gained Strategic Campus Communications expertise with the official addition of Associate Chancellor of Strategic Communications, Luanne Lawrence, to the management team. She oversees all UC Davis marketing and communications and will help UC Davis ADVANCE align with campus messages. A new Co-Director of the Policy & Practices Review Committee, Prof. Jeannie Darby, has recently joined Prof. Linda Bisson in heading up that Initiative. For the Capitol Resource Network, the team has gained Director Linda Assadian and Project Manager, Loraine Hernandez-Covello, will be transitioning off of the project after January 2015. In the meantime, CRN has also started the hiring process for a Client Coordinator that will work closely with the Director.

4.2 Campus Leadership

Our Chancellor and project PI, Linda Katehi, continues to promote UC Davis ADVANCE on a national stage (Appendix G. Huffington Post blog and Appendix AI. Latino Magazine CAMPOS article) and meets regularly with the UC Davis ADVANCE Faculty Director and other members of the management and leadership teams. To engage the campus community in UC Davis ADVANCE efforts, she hosts quarterly dinner discussions for campus women faculty to explore issues related to program development and implementation. Both the Chancellor and the

Provost attended the CAMPOS Faculty Scholar Welcome on November 12th and are engaged in developing regional, state and national alliances with external partners that support the UC Davis ADVANCE mission. Vice Provost Stanton is actively engaged in programmatic implementation of all UC Davis ADVANCE efforts that touch upon faculty recruitment, merit and promotion, and retention. She serves as a vocal *ex officio* member of the CAMPOS and Policy & Practices Review Initiatives and facilitates the many activities of the Mentorship & Networking Initiative through resources provided by the Vice Provost – Academic Affairs office. Vice Chancellor de la Torre is deeply involved in the Social Sciences Research Initiative and in developing regional and national connections that facilitate the activity of CAMPOS. Unwavering and enthusiastic support from the campus leadership has facilitated the implementation of all UC Davis ADVANCE Initiative programs and will be critical as we move into a phase of scaling and sustaining successful efforts.

5. 0   Products Uploaded with Report

In Year 3, we developed 1-2 page executive summaries for each UC Davis ADVANCE Initiative to aid in our communication efforts, both on and off campus. A number of products related to deploying specific Initiative programs, such as the STEAD workshop presentation, are also listed in this section. Here, we briefly describe the products that will be: 1) uploaded to Research.gov; and 2) included as Appendices in Section F of this narrative report.

Management Team Products

- Appendix A. UC Davis ADVANCE Management Plan. This updated version of the UC Davis ADVANCE Management Plan describes the management structure and personnel that comprise the UC Davis ADVANCE project.
- Appendix B. ADVANCE Meetings – July 2014 - December 2014. The ADVANCE Meetings – July 2014 - December 2014 details the meetings held by each of the ADVANCE Initiative Committees and Working Groups, Program Management & Evaluation Teams, Program Leadership & Steering Committee.

- Appendix C. NCFDD & Faculty Success Program. The NCFDD Flyer announces UC Davis' institutional membership to the National Center for Faculty Development and Diversity. The Faculty Success Program Flyer describes the 15-week training program which will be offered to CAMPOS Faculty Scholars and select CAMPOS Faculty Affiliates.

- Appendix D. UC Team Science Retreat. The "Art and Craft of Team Science" presentation made by Faculty Director McDonald and Co-PI Rodriguez at the UC Team Science Retreat in Santa Barbara, CA in July 2014.

- Appendix E. Brown Bag Series. The "Women in STEM: Where do we stand?" presentation by Dr. Denneal Jamison-McClung (Program Coordinator).

- Appendix F. Brown Bag Series. The "Women in STEM: Where do we stand?" presentation by Prof. Kim Shauman.

- Appendix G. Huffington Post blog. A Huffington Post blog, "For America's Future, Engineering Needs to Diversify" by Chancellor Linda Katehi (PI), November 11, 2014.

- Appendix H. Twitter Posts. Twitter Posts includes images of all micro-blogs and retweets streamed on the UC Davis ADVANCE website and available on the Twitter account @UCDavisADVANCE from July 2014 – Dec 2014.

Evaluation Team Products

- Appendix I. CAMPOS Faculty Scholar Incoming Survey form. The CAMPOS Faculty Scholar Incoming Survey form is a survey given to CAMPOS Scholars to gather information on their expectations, goals and needs for the coming year, to help inform the CAMPOS initiative activities and supports provided to CAMPOS Faculty Scholars.

- Appendix J. CAMPOS Faculty Scholar Incoming Survey results. The CAMPOS Faculty Scholar Incoming Survey results is the summary of survey responses from a survey sent to all seven of the current (20142015) CAMPOS Faculty Scholars.

- Appendix K. Faculty Women Reception Survey Summary. Faculty Women Reception Survey Summary is a report prepared by ADVANCE Internal Evaluators, summarizing results from a survey of participants who attended the Welcome Reception for Women Faculty on October 23, 2014.

- Appendix L. Theory of Change. The Theory of Change model presents an application of Kotter's (1995) theory of organizational change to the UC Davis ADVANCE program. It presents representative activities related to each stage in the process of organizational change for each initiative in our program. Reference: Kottler, John P. 1995. "Leadership Change: Why Transformation Efforts Fail." Harvard Business Review, March-April 1995, pages 59-67.

- Appendix M. CAMPOS Logic Model. The CAMPOS Logic Model is a tool used to evaluate the effectiveness of the initiative; it depicts the relationship between inputs, activities, outputs, measurable outcomes, data sources, and impacts.

- Appendix N. Inclusive Campus Climate Logic Model. The Inclusive Campus Climate Logic Model is a tool used to evaluate the effectiveness of the initiative; it depicts the relationship between inputs, activities, outputs, measurable outcomes, data sources, and impacts.

- Appendix O. Mentorship and Networking Logic Model. The Mentorship and Networking Logic Model is a tool used to evaluate the effectiveness of the initiative; it depicts the relationship between inputs, activities, outputs, measurable outcomes, data sources, and impacts.

- Appendix P. Policy and Practices Review Logic Model. The Policy and Practices Review Logic Model is a tool used to evaluate the effectiveness of the initiative; it depicts the relationship between inputs, activities, outputs, measurable outcomes, data sources, and impacts.

- Appendix Q. Capital Resource Network Logic Model. The Capital Resource Network Logic Model is a tool used to evaluate the effectiveness of the initiative; it depicts the relationship between inputs, activities, outputs, measurable outcomes, data sources, and impacts.

Inclusive Campus Climate / Strength Through Equity and Diversity (STEAD) Products

- Appendix R. ICC Executive Summary. The ICC Executive Summary is a 1-2 page description of the initiative, for internal campus and external dissemination.

- Appendix S. ADVANCE STEAD Workshop Dates. A list of the nine STEAD workshops that have been/will be held during academic year 2014-2015.

- Appendix T. STEAD Workshop Slides and Notes. The slides and notes used during the STEAD Workshop.

- Appendix U. Bibliography of Research Cited and Consulted. A list of scholarly literature used to inform the content of the STEAD Workshop slides

- Appendix V. STEAD Survey. The short survey developed and administered by the internal evaluators, in consultation with the STEAD committee, to assess the impact on STEAD workshop participants.

- Appendix W. STEAD Website. A screenshot of the STEAD Workshop webpage on the Vice Provost Academic Affairs website.
  - Appendix X. Candidate Welcome Folder. A list of Recommended Contents for departments engaged in faculty recruitment.
  - Appendix Y. Applicant Candidate Evaluation Tool. A rubric for STEAD-trained faculty to use in assessing faculty job candidates.

- Campus Communications
  - Appendix AT. Provost email introducing STEAD to the Deans. The Provost email introducing STEAD to the Deans, was sent to the Deans giving an overview of the campus' efforts to increase fairness and transparency in the faculty recruitment process and introducing yearly STEAD training workshops for faculty who serve as chairs of search committees.
  - Appendix AU. Vice-Provost Academic Affairs email to Deans. The Vice-Provost Academic Affairs email to Deans, was sent to the Deans with template letter to introduce search committee members to the STEAD training requirement.
  - Appendix AV. Vice-Provost Academic Affairs email to Deans. The Vice-Provost Academic Affairs email to Deans, was sent to the Deans regarding required attendance at STEAD training and instructions on reminding potential search committee members to complete the STEAD training requirement.

- o Appendix AW. Vice-Provost Academic Affairs email reminder to registered STEAD Workshop participants. The Vice-Provost Academic Affairs email reminder to registered STEAD Workshop participants, was sent to all registered STEAD participants to remind them of the workshop date and time.
- Products:
  - o STEAD website: http://academicaffairs.ucdavis.edu/training-and-development/stead/index.html
  - o Resources for broadening the applicant pool (site that lists organizations, places to post jobs, and other resources by discipline, gender, and race/ethnicity): http://ucd-advance.ucdavis.edu/post/resources-broaden-candidate-pools

Mentorship & Networking Products

- Appendix Z. MNI Executive Summary. The MNI Executive Summary is a 1-2 page description of the initiative, for internal campus and external dissemination.
- Appendix AA. NCFDD FSP Participant List. The NCFDD FSP Participant List includes the faculty participants in the NCFDD Faculty Success Program in Fall 2014. These participants were co-sponsored by UCOP or UC Davis ADVANCE, and the faculty member's respective UCD department.
- Appendix AB. Launch Committee Program 2014-2015 Participants. The Launch Committee Program 2014-2015 Participants includes a list of all Launch Committee Participants who had launch committees set up between 2014-2015.

Policy & Practices Review Products

- Appendix AC. PPRI Executive Summary. The PPRI Executive Summary is a 1-2 page description of the initiative, for internal campus and external dissemination.
- Appendix AD. Final draft – Recruitment Recommendations. The Final draft – Recruitment Recommendations include recommendations for recruitment made by the

Policy and Practices Review Initiative for formal review and implementation by the Academic Senate.

Center for the Advancement of Multicultural Perspectives on Science (CAMPOS) Products

- Appendix AE. CAMPOS Executive Summary. The CAMPOS Executive Summary is a 1-2 page description of the initiative, for internal campus and external dissemination.
- Appendix AF. CAMPOS Faculty Affiliates Program Application Instructions. The CAMPOS Faculty Affiliates Program Application Instructions includes an overview of the CAMPOS Faculty Affiliates Program and guidelines for applying to the program.
- Appendix AG. CAMPOS Faculty Scholar nomination form. The CAMPOS Faculty Scholar nomination form includes an overview of the CAMPOS Faculty Scholar Program and guidelines for applying to the program.
- Appendix AH. CAMPOS Faculty Welcome Invitation. The CAMPOS Faculty Welcome Invitation is the invitation sent to invite UC Davis faculty to a welcome reception to honor the first cohort of CAMPOS Faculty Scholars on November 13, 2014.
- Appendix AI. Latino Magazine CAMPOS article. The article, "Promoting Latina Scientists," written by Mary Lou de Leon Siantz, was featured in Latino Magazine. The article highlighted the ADVANCE program and CAMPOS Initiative efforts related to institutional transformation aimed at increasing the numbers of faculty women, especially Latinas, who are pursuing careers in the STEM disciplines at UC Davis.
- Appendix AJ. Davis Enterprise CAMPOS article. The article "Latina scientists recognized as CAMPOS scholars," written by Andy Fell, was featured in the Davis Enterprise. The article highlighted the CAMPOS Faculty Scholars and the CAMPOS Faculty Welcome Reception for the first cohort of CAMPOS Faculty Scholars.
- Appendix AK. SACNAS workshop "Securing Your First Faculty Position: Keys to Successful Interviewing".
- Appendix AL. HACU workshop handout. The HACU workshop handout includes information covered during the HACU 13th Annual Latino Higher Education Leadership

Institute workshop on "UC Davis Institutional Transformation: Diversifying the STEM Academy Starting with Latinas."

- Appendix AM. CAMPOS Community Cafecitos. The CAMPOS Community Cafecitos gives an overview of the purpose of the CAMPOS Community Cafecito gatherings and lists the events held during the reporting period (July 2014-December 2014).

Social Sciences Research Initiative Products

- Appendix AN. SSRI Executive Summary. The SSRI Executive Summary is a 1-2 page description of the initiative, for internal campus and external dissemination.
- Appendix AO. SSRI Brown Bag Series Invitation. The SSRI Brown Bag Series Invitation is the invitation to the brown bag series, presented by the Social Sciences Research Initiative, which includes a detailed analyses of the initiative's preliminary findings to date.

Capital Resource Network Products

- Appendix AP. CRN Executive Summary. The CRN Executive Summary is a 1-2 page description of the CRN project, for internal campus and external dissemination.
- Appendix AQ. Capital Resource Network Presentation. A PowerPoint presentation providing an overview of the Capital Resource Network.
- Appendix AR. CRN Handout. The CRN Handout is a 1-2 page description of the CRN project, for broad dissemination and marketing.
- Campus Communications
  - Appendix AS. CRN Advisory Council Invitation. The CRN Advisory Council Invitation is the invitation sent by Chancellor Katehi to potential CRN Advisory Council members.
- Products
  - VP-AA basic informational website: http://academicaffairs.ucdavis.edu/programs/capital_resource_network.html
  - Capitol Resource Network website (in development): http://dev.uptownstudios.net/capitalrn/

1.0 Inclusive Campus Climate Initiative

1.1 Co-Directors

Susan Rivera and Kim Shauman

1.2 Mission Statement

To design and implement programs that will generate a more equitable assessment of women and underrepresented minorities in STEM fields. More specifically, to develop and implement culturally-nuanced, evidence-based programs to (a) raise awareness of unconscious and institutional bias (with respect to culture, race/ethnicity, and gender) and (b) generate greater understanding of the ways in which STEM research communities can benefit from the contribution of diversity.

1.3 Initiative Programs

- Strength Through Equity and Diversity (STEAD)
- Distinguished Speaker Series

1.4 Initiative Goals

Initiative Goal: Establish a campus-wide, inclusive climate that values diversity and promotes the full participation and achievement among all faculty.

Develop evidence-based programs to raise awareness of the influence of unconscious bias (by culture, race/ethnicity, and gender) and the value of diverse perspectives for STEM research. To institutionalize the administration of unconscious bias and value-of-diversity programs to all faculty at UC Davis. To disseminate effective unconscious bias and value-of-diversity programs to other UC campuses and universities nationwide.

Goal of STEAD: To identify/change biased recruitment and hiring practices to be more inclusive, to broaden applicant pools, and ultimately enhance the excellence and diversity among faculty job candidates and new faculty hires.

- **Specific goal**

  o To train all members of faculty search committees to identify factors that can introduce bias and impede an equitable review of qualified candidates and to provide search committee members with best practices for identifying and recruiting an excellent and faculty.

1.5 Accomplishments

- **Initiative efforts during this reporting period (July 2014-Dec 2014)**

  o Developed the STEAD Workshop on Faculty Recruitment for Excellence and Diversity, includes:
    - Overall design of the workshop,
    - PowerPoint presentation slides and script (Appendix T. STEAD Workshop Slides and Notes)
    - Design and materials for interactive workshop activities
    - Resource materials disseminated at the workshop and via the STEAD webpage (Appendix U. Bibliography of Research Cited and Consulted)
    - Registration protocol (Appendix W. STEAD Website)
    - Communication materials (emails from Provost to Deans, from Vice Provost-Academic Affairs to Deans, email template for Deans' email to faculty and graduate student members of recruitment committees) (Appendices AT-AW Campus Communications)
    - The post-workshop evaluation survey (in collaboration with the internal evaluators) (Appendix V. STEAD Survey)

- o Presented 5 STEAD workshops during the Fall quarter 2014 (the 6th one of the quarter will take place on December 2) (Appendix S. ADVANCE STEAD Workshop Dates)

- **Significant Results and Impact**

  - o STEAD workshop has been presented to 181 faculty (from all colleges in the university) so far this year.
  - o Three key items on the post-workshop evaluation survey (results reported below are from the surveys of attendees of the first 3 STEAD workshops – see Appendix V. STEAD Survey) indicate that the workshop will impact the behavior of individual committee members related to faculty recruitment as well as their orientation toward faculty policies and practices:
    - 19% strongly agree and 67% agree with the statement, "As a result of this workshop, I intend to take specific actions in my department to improve our faculty evaluation and recruitment activities."
    - In response to the survey item, "How do you think the workshop will affect the search process in your department?" 57.5% checked the item "More equitable review of candidates"
    - In response to the survey item, "Do you think participating in the workshop will affect your behavior when you serve on a search committee?" 69% responded, YES.

1.6 Faculty training and professional development

- The major objective of STEAD (the primary ICC program) is to provide training on implicit and institutional bias, and ways of mitigating this bias in the context of conducting faculty searches, to faculty. The section above covers this in more detail.

1.7 Dissemination of results

- The Vice Provost – Academic Affairs, Maureen Stanton (co-PI of the ADVANCE grant) is briefed on STEAD activities and progress by Assistant Vice Provost, Binnie Singh who works closely on all aspects of STEAD administration with STEAD Committee Chair and ICC co-director, Susan Rivera and ICC co-director, Kim Shauman. Vice-Provost Stanton briefs the Provost.
- The STEAD workshop is required for all faculty and graduate students serving on faculty recruitment committees in all colleges, so information about STEAD is disseminated broadly across campus.

1.8 Plans for the next reporting period (Jan 2015-June 2015)

- Present 3 more STEAD workshops during the winter quarter; we tentatively plan to present the workshop 2 times during the spring quarter.
- Meet with Council of Deans (chaired by the Provost) to provide feedback about the workshop, the faculty evaluation of the workshop, and feedback about the faculty recruitment process the STEAD committee has received from faculty during the workshop.
- Begin development of a workshop geared toward members of the Committee on Academic Personnel (the faculty committee that oversees the faculty merit and promotion system)

1.9 Meeting Dates, Presentations and Other Activities

- July 1, 2014 - STEAD meeting to review and edit STEAD workshop slides, discuss workshop presentation (Sophie Barbu, Leticia Saucedo, Manuel Calderon de la Barca Sánchez, Kim Shauman, Tom Famula, Mitch Singer, Louise Kellogg).
- July 8, 2014 - STEAD meeting to review and edit STEAD workshop slides, discuss workshop presentation (Sophie Barbu, Leticia Saucedo, Manuel Calderon de la Barca Sánchez, Susan Rivera, Tom Famula, Mitch Singer, Lisa Tell)

- July 15, 2014 - STEAD meeting to review and edit STEAD workshop slides, discuss workshop presentation (Steve Athanases, Susan Rivera, Sophie Barbu, Leticia Saucedo, Tom Famula, Mitch Singer, Kathy Ferrara, Lisa Tell).

- July 22, 2014 - STEAD meeting to review and edit STEAD workshop slides, discuss workshop presentation (Steve Athanases, Susan Rivera, Sophie Barbu, Leticia Saucedo, Manuel Calderon de la Barca Sánchez, Kim Shauman, Tom Famula, Mitch Singer, Kathy Ferrara).

- July 29, 2014 - STEAD meeting to review and edit STEAD workshop slides, discuss workshop presentation (Susan Rivera, Kathy Ferrara, Sophie Barbu, Leticia Saucedo, Manuel Calderon de la Barca Sánchez, Mitch Singer, Tom Famula, Kim Shauman).

- August 5, 2014 - STEAD meeting to review and edit STEAD workshop slides, discuss workshop presentation (Steve Athanases, Susan Rivera, Sophie Barbu, Leticia Saucedo, Manuel Calderon de la Barca Sánchez, Mitch Singer, Louise Kellogg, Kim Shauman).

- August 12, 2014 - STEAD meeting to review and edit STEAD workshop slides, discuss workshop presentation (Steve Athanases, Louise Kellogg, Sophie Barbu, Susan Rivera, Manuel Calderon de la Barca Sánchez, Leticia Saucedo, Tom Famula, Mitch Singer, Kathy Ferrara, Kim Shauman).

- August 19, 2014 - STEAD meeting to review and edit STEAD workshop slides, discuss workshop presentation (Steve Athanases, Susan Rivera, Sophie Barbu, Leticia Saucedo, Tom Famula, Mitch Singer, Kathy Ferrara, Kim Shauman, Louise Kellogg, Lisa Tell).

- August 19, 2014 - ICC Co-Director, Susan Rivera, met with Ed Callahan, Associate Dean for Academic Personnel at the UC Medical Center, and David Acosta, Associate Vice Chancellor of Diversity and Inclusion at the UC Davis Medical Center, to discuss current School of Medicine trainings on diversity and possible adoption of STEAD workshops at the School of Medicine.

- August 25, 2014 - STEAD meeting to review and edit STEAD workshop slides, discuss workshop presentation (Sophie Barbu, Susan Rivera, Manuel Calderon de la Barca Sánchez, Leticia Saucedo, Tom Famula, Mitch Singer, Kathy Ferrara, Kim Shauman, Louise Kellogg).

- August 28, 2014 - Meeting with Inclusive Campus Climate Co-Directors to review initiative performance over the past year, goals, challenges, future activities (Sophie Barbu, Denneal Jamison-McClung, Karen McDonald, Kim Shauman, Susan Rivera).

- September 5, 2014 - STEAD meeting to review and edit STEAD workshop slides, discuss workshop presentation (Louise Kellogg, Mitch Singer, Kim Shauman, Leticia Saucedo, Lisa Tell, Tom Famula, Susan Rivera, Sophie Barbu).

- September 8, 2014 - STEAD meeting to review and edit STEAD workshop slides, discuss workshop presentation (Sophie Barbu, Leticia Saucedo, Tom Famula, Mitch Singer, Kathy Ferrara, Kim Shauman, Louise Kellogg, Lisa Tell, Susan Rivera).

- September 15, 2014 - STEAD meeting to review and edit STEAD workshop slides, discuss workshop presentation (Sophie Barbu, Leticia Saucedo, Tom Famula, Mitch Singer, Kathy Ferrara, Kim Shauman, Louise Kellogg, Lisa Tell, Susan Rivera).

- September 22 2014 - STEAD meeting to review and edit STEAD workshop slides, discuss workshop presentation (Sophie Barbu, Leticia Saucedo, Tom Famula, Mitch Singer, Kathy Ferrara, Kim Shauman, Louise Kellogg, Susan Rivera).

- September 24, 2014 - STEAD Practice run of workshop for test audience (Mitch Singer, Kim Shauman, Susan Rivera, Leticia Saucedo, Sophie Barbu, Kathy Ferrara, Manuel Calderon de la Barca Sánchez, Karen McDonald, Joanna Scheib, Binnie Singh, Maureen Stanton, Lisa Sullivan, Mikael Villalobos)

- September 29, 2014 - STEAD meeting to debrief on practice run of workshop for test audience, edit STEAD workshop slides (Sophie Barbu, Leticia Saucedo, Tom Famula, Mitch Singer, Kathy Ferrara, Kim Shauman, Louise Kellogg, Susan Rivera).

- September 30, 2014 - STEAD Workshop (Mitch Singer, Leticia Saucedo, Susan Rivera, Kim Shauman, Manuel Calderon de la Barca Sánchez, Louise Kellogg, Sophie Barbu).

- October 6, 2014 - STEAD meeting to debrief on workshop, edit STEAD workshop slides and presentation (Sophie Barbu, Leticia Saucedo, Tom Famula, Mitch Singer, Kathy Ferrara, Kim Shauman, Louise Kellogg, Susan Rivera, Manuel Calderon de la Barca Sánchez).

- October 7, 2014 - STEAD Workshop (Mitch Singer, Leticia Saucedo, Kim Shauman, Susan Rivera, Tom Famula, Sophie Barbu).

- October 20, 2014 - STEAD Workshop (Kim Shauman, Manuel Calderon de la Barca Sánchez, Leticia Saucedo, Susan Rivera, Kathy Ferrara, Steve Athanases, Sophie Barbu).

- October 27, 2014 - STEAD meeting to debrief on workshops conducted to date, discuss results from evaluation summary, edit STEAD workshop slides and presentation (Susan Rivera, Kim Shauman, Leticia Saucedo, Steve Athanases, Tom Famula, Manuel Calderon de la Barca Sánchez, Kathy Ferrara, Sophie Barbu)

- November 4, 2014 - STEAD Workshop (Kim Shauman, Manuel Calderon de la Barca Sánchez, Louise Kellogg, Susan Rivera, Steve Athanases, Leticia Saucedo, Mitch Singer, Sophie Barbu).

- November 17, 2014 - STEAD Workshop (Kim Shauman, Leticia Saucedo, Louise Kellogg, Steve Athanases, Kathy Ferrara, Susan Rivera, Sophie Barbu).

- December 2, 2014 - STEAD Workshop (Kim Shauman, Manuel Calderon de la Barca Sánchez, Leticia Saucedo, Tom Famula, Kathy Ferrara, Mitch Singer, Susan Rivera, Sophie Barbu).

1.10 Products

- **Appendices**

  o Appendix R. ICC Executive Summary. The ICC Executive Summary is a 1-2 page description of the initiative, for internal campus and external dissemination.
  o Appendix S. ADVANCE STEAD Workshop Dates. A list of the nine STEAD workshops that have been/will be held during academic year 2014-2015.
  o Appendix T. STEAD Workshop Slides and Notes. The slides and notes used during the STEAD Workshop.
  o Appendix U. Bibliography of Research Cited and Consulted. A list of scholarly literature used to inform the content of the STEAD Workshop slides

- Appendix V. STEAD Survey. The short survey developed and administered by the internal evaluators, in consultation with the STEAD committee, to assess the impact on STEAD workshop participants.
- Appendix W. STEAD Website. A screenshot of the STEAD Workshop webpage on the Vice Provost Academic Affairs website.
  - Appendix X. Candidate Welcome Folder. A list of Recommended Contents for departments engaged in faculty recruitment.
  - Appendix Y. Applicant Candidate Evaluation Tool. A rubric for STEAD-trained faculty to use in assessing faculty job candidates.

- **Campus Communications**

  - Appendix AT. Provost email introducing STEAD to the Deans. The Provost email introducing STEAD to the Deans, was sent to the Deans giving an overview of the campus' efforts to increase fairness and transparency in the faculty recruitment process and introducing yearly STEAD training workshops for faculty who serve as chairs of search committees.
  - Appendix AU. Vice-Provost Academic Affairs email to Deans. The Vice-Provost Academic Affairs email to Deans, was sent to the Deans with template letter to introduce search committee members to the STEAD training requirement.
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  - Appendix AW. Vice-Provost Academic Affairs email reminder to registered STEAD Workshop participants. The Vice-Provost Academic Affairs email reminder to registered STEAD Workshop participants, was sent to all registered STEAD participants to remind them of the workshop date and time.
  - STEAD website: http://academicaffairs.ucdavis.edu/training-and-development/stead/index.html

- o Resources for broadening the applicant pool (site that lists organizations, places to post jobs, and other resources by discipline, gender, and race/ethnicity): http://ucd-advance.ucdavis.edu/post/resources-broaden-candidate-pools

2.0 Mentorship & Networking Initiative

2.1 Co-Directors

JoAnne Engebrecht and Carol Erickson

2.2 Mission Statement

To provide information, guidance and networking opportunities for research and career success of women in STEM fields through both informal and formal programs.

2.3 Initiative Programs

The first goal is to develop and support effective faculty mentorship programs. The following programs were offered during the current reporting period:

- **Informal Programs**
    - Networking
        - New Faculty Network Welcome Reception
        - ADVANCE Scholar Networking Reception is held twice per year, beginning in Year 3, in conjunction with the ADVANCE Scholar seminar.
        - New Faculty Network – UC Davis ADVANCE is providing administrative listserv support for this faculty-led, grass roots activity to ensure institutionalization.
- **Organized Programs**
    - Through a partnership between UC Davis ADVANCE and the Vice Provost-Academic Affairs (VPAA), an institutional membership in the National Center for Faculty Development & Diversity (NCFDD) http://www.facultydiversity.org/ is available to all faculty, post-docs and graduate students at UC Davis. During this reporting period, six STEM faculty members participated in the NCFDD Faculty Success Program and their experiences will be assessed by the internal

evaluation team (Appendix AA. NCFDD FSP Participant List). In Year 4, the Faculty Success Program will be offered to the inaugural cohort of CAMPOS Faculty Scholars.

- **Structured Programs**
  - Ten LAUNCH committees for new STEM faculty have been piloted this fall, including three for CAMPOS Faculty Scholars. LAUNCH committees will continue to be offered to additional CAMPOS Faculty Scholars, as well as other new STEM faculty arriving on campus. Based on the current enthusiastic reception of the LAUNCH program, discussions are now focusing on the mechanism by which the program will be scaled and sustained across the campus (ultimately, ideally, available for all new faculty, STEM and non-STEM) (Appendix AB. LAUNCH Committee Program 2014-2015 Participant List).
  - The ADVANCE Scholars Awards is a newly instituted, prestigious award program and lecture series that will be held in conjunction with the Faculty Networking Receptions. Two events are scheduled for Year 3. Awardee Karen Bales will be presenting her work in February and Awardee Tina Jeoh will be giving a seminar in April. The events will be widely advertised and will target a multidisciplinary audience of faculty, post-doctoral scholars and students. The intent of the program is to encourage research leadership and to highlight and celebrate the contributions that women STEM faculty at UC Davis have made to their respective fields. Two ADVANCE Scholars will be awarded each year, receiving a cash award and delivering a distinguished campus lecture on their research and mentorship activities. The call for nominations for 2015-2016 ADVANCE Scholar Awards will be disseminated in the spring.

2.4 Initiative Goals

Mentorship & Networking Initiative goals focus on the development of UC Davis internal resources in support of STEM faculty career success, including:

- Mentorship programs

- Career skills workshops

- Leadership initiatives

- Networks to enhance research opportunities and career success

2.5 Accomplishments

- **Initiative efforts during this reporting period (July 2014-Dec 2014)**

  o Women Faculty Receptions

    - UC Davis has held women faculty receptions for the last several years, typically at the beginning of the academic year, in order for junior faculty to network with senior faculty and to introduce one another to our research. Evaluations from last February's event, hosted by the UC Davis ADVANCE Mentorship and Networking Initiative, indicated that women appreciate learning about each other's research and found meeting other women faculty to be useful. We recently hosted the 2014-2015 Women Faculty Reception on October 23, 2014. Seventy-four women faculty attended the event and 63% responded to the post-event survey. The survey results indicated similar participant demographics compared to the previous event (40% Full Profs, 14% Associate, 17% Assistant, 17% non-tenure track), a broad range of Colleges and Schools represented, and the majority of attendees indicating that their primary reason for attending was to meet other women faculty (Appendix K. Women Faculty Reception Survey Summary).

    - ADVANCE Scholar Awards & Networking Receptions: In response to the February 2014 Women Faculty Reception survey, wherein women faculty indicated that they would like to learn more in depth information about each other's research, we developed the ADVANCE

Scholar Award program and will be holding two Networking
Receptions in the winter and spring quarter. At each ADVANCE
Scholar Award Networking Reception a distinguished women
researcher will be giving a seminar on her work, followed by a
professional networking event. As mentioned above, the 2014-2015
awardees will be Prof. Karen Bales, Department of Psychology, and
Associate Prof. Tina Jeoh, Department of Biological and Agricultural
Engineering.

o   LAUNCH committees

- During the last reporting period, three LAUNCH committees were
appointed and had inaugural meetings. The objective of the LAUNCH
committees is to mentor and inform our new faculty, introduce them
to other possible mentors from across the campus and help address
any challenges or problems that may arise. While all reports about
regarding these pilot LAUNCH committees are positive, it is still too
early to conduct a formal assessment of the pilot program. During
this reporting period, eight more committees have been appointed.
Three of the recent LAUNCH committees were set up for new
CAMPOS Faculty Scholars. One LAUNCH committee in the School of
Medicine is a variation of our usual committee: three new faculty in
the same department of Anatomy and Cell Biology will share one
committee. The deans and a number of department chairs have been
informed about the pilot LAUNCH program. If this inaugural year of
the program appears to be successful, we will expand the program to
include more committees across additional STEM Colleges. During
the next reporting period we will address the issue of scaling the
LAUNCH program, as the workload for Co-Director JoAnne
Engebrecht (constituting the pilot committees) has proven to entail
an enormous amount of time. However, the Vice Provost Academics

Affairs (Maureen Stanton), as well as those who have participated on the LAUNCH committees, are very enthusiastic about their potential (Appendix AB. LAUNCH Committee Program 2014-2015 Participant List).

- o New Faculty Network
  - The New Faculty Network was initiated several years ago by Initiative committee member Magali Billen and continues to be led by faculty volunteers. The 2014-2015 kick-off event was held in October 2014 and attended by over 50 faculty participants. The New Faculty Network holds a monthly meeting of assistant professors at a downtown restaurant or pub to get together in a relaxed environment, meet each other and network. This activity has been very popular with the junior faculty and will continue long into the foreseeable future.
- o Grant writing workshops
  - The office of research has periodically offered grant writing workshops, the most recent in the last reporting period. These are open to the entire campus. We are working with the Office of Research to plan a grant writing workshop on early career awards, such as the NSF CAREER Award.

2.6 Plans for the next reporting period (Jan 2015-June 2015)

- Call for ADVANCE Scholar Award nominations to identify AY 2015-2016 awardees.
- Continue Faculty Networking receptions in conjunction with the ADVANCE Scholar Award lectures (2-3 in Year 3)
- Assess the pilot LAUNCH program and address the scale up of the program to additional Colleges and Schools.

- Continue New Faculty Network monthly meetings of Assistant Professors

- Work with the Office of Research to plan a grant writing workshop on early career awards, such as the NSF CAREER award.

2.7 Meeting Dates, Presentations and Other Activities

- July 8, 2014 - Discuss evaluation of pilot launch committee recipients (JoAnne Engebrecht, Carol Erickson, Lisa Sullivan).

- July 16, 2014 - New Faculty Network Happy Hour event, to connect faculty who had recently arrived on campus to create both a social and professional network and to encourage faculty to initiate collaborations, learn about resources on campus, and learn about the university in a fun, informal.

- July 31, 2014 - Discuss Mentorship and Networking launch committees for CAMPOS Faculty Scholars (Mary Lou de Leon Siantz, Carol Erickson, JoAnne Engebrecht).

- August 6, 2014 - LAUNCH committee meeting for Sharon Aviran

- August 12, 2014 - New Faculty Network Happy Hour event, to connect faculty who had recently arrived on campus to create both a social and professional network and to encourage faculty to initiate collaborations, learn about resources on campus, and learn about the university in a fun, informal setting.

- August 12, 2014 - Meeting with Mentorship and Networking Co-Directors, JoAnne Engebrecht and Carol Erickson, to review initiative performance over the past year, goals, challenges, future activities (Karen McDonald, Denneal Jamison-McClung, Sophie Barbu, JoAnne Engebrecht, Carol Erickson).

- September 3, 2014 - LAUNCH committee meeting for Clare Casteel

- September 10, 2014 - LAUNCH committee meeting for Karen Ryan

- September 23, 2014 - New Faculty Network Welcome Reception held as an informal welcome and mixer event, including existing members of the UCD-NFN listserv and newly hired faculty.

- September 25, 2014 - LAUNCH committee meeting for Alex Nord

- September 25, 2014 - LAUNCH committee meeting for Sharon Aviran

- October 8, 2014 - LAUNCH committee meeting for Lillian Cruz-Orengo

- October 9, 2014 - LAUNCH committee meeting for Colin Reardon

- October 23, 2014 - UC Davis Welcome Reception for Women Faculty

- October 29, 2014 - LAUNCH committee meeting for Sharon Aviran

- October 31, 2014 - Mentorship and Networking meeting to discuss progress on the LAUNCH committees, upcoming events, future activities, YR 3 interim report (Karen McDonald, JoAnne Engebrecht, Carol Erickson, Magali Billen, Lynn Isbell, Gitta Coaker, Sophie Barbu, Denneal Jamison-McClung).

- November 5, 2014 - LAUNCH committee meeting for Anna La Torre, Li-En Jao, Sergi Simo

- November 12, 2014 - LAUNCH committee meeting for Cindy Rubio Gonzalez

- November 19, 2014 - New Faculty Network Happy Hour event, to connect faculty who had recently arrived on campus to create both a social and professional network and to encourage faculty to initiate collaborations, learn about resources on campus, and learn about the university in a fun, informal setting.

- November 24, 2014 - LAUNCH committee meeting for Lillian Cruz-Orengo

- November 25, 2014 - LAUNCH committee meeting for Mark Huising

- December 3, 2014 - LAUNCH committee meeting for Sharon Aviran

- December 4, 2014 - LAUNCH committee meeting for Alex Nord

- December 5, 2014 - LAUNCH committee meeting for Clare Casteel

- December 9, 2014 - LAUNCH committee meeting for Karen Ryan

- December 12 2014 - LAUNCH committee meeting for Colin Reardon

- December 12, 2014 - LAUNCH committee meeting for Diasynou Fioravante

2.8 Products

- **Appendices**
  - Appendix Z. MNI Executive Summary. The MNI Executive Summary is a 1-2 page description of the initiative, for internal campus and external dissemination.
  - Appendix AA. NCFDD FSP Participant List. The NCFDD FSP Participant List includes the faculty participants in the NCFDD Faculty Success Program in Fall

2014. These participants were co-sponsored by UCOP or UC Davis ADVANCE, and the faculty member's respective UCD department.

o Appendix AB. Launch Committee Program 2014-2015 Participants. The Launch Committee Participant 2014-2015 Participants includes a list of all Launch Committee Participants who had launch committees set up between 2014-2015.

3.0 Policy & Practices Review Initiative

3.1 Co-Directors

Linda Bisson and Jeannie Darby

3.2 Mission Statement

To conduct a systematic review of policies and procedures that impact recruitment, retention and career progress of faculty and, when deemed necessary, propose changes to those policies and practices in order to eradicate implicit bias, promote diversity and eliminate inconsistency in implementation.

3.3 Initiative Programs

Specific focus was given to the topic of Recruitment in Year 2, with the following parameters considered:

- Pool Composition
    - Pipeline Programs
    - Narrow vs Open Searches
    - Targeted Advertising
    - Institutional Commitment to Diversity
    - Candidate Commitment to Diversity
    - Institutional Information/Reputation Known to Candidates
- Pool Evaluation
    - Schema Abatement
    - Pedigree/Pathway Bias
- Attractive Environment
    - Mentorship Programs
    - Equitable Resource Availability
    - Enabling Environment

- o Workload Balance
- o Work Life Balance

The recommendations for Recruitment best practices are now undergoing Academic Senate formal consultation. In Year 3, specific focus will be given to developing draft recommendations for Faculty Advancement and Reward.

3.4 Initiative Goals

To examine UC Davis policies and practices affecting:

- Recruitment
  - o Pool Composition
  - o Pool Evaluation
  - o Attractive Environment
- Faculty Advancement and Reward
  - o Reward System
  - o Knowledge of Expectations
  - o Faculty Incentives
- Faculty Development and Career Climate
  - o Enabling Environment for Successful Academic Careers
  - o Faculty Development Programs
  - o Leadership Training
- Retention
  - o Work-Life Balance
  - o Sustaining an Attractive Enabling Environment

- **Specific objectives**
  - o A key objective of the last year was to develop a workable model for consultation with the Academic Senate and inclusion of their comments,

recommendations and advice in the final document of recommendations for campus transformation for recruitment.

- o A second objective is to assure Academic Dean buy-in to the recommendations coming from the committee.

3.5 Accomplishments

- **Initiative efforts during this reporting period (July 2014-Dec 2014)**

  - o The review from the Academic Senate of the draft report on recommendations for recruitment was received; the report recommendations were revised according to this important feedback and a revision sent to the leadership of the Academic Senate (which changed September 1, 2014) for additional comment and suggestions. A meeting of the Co-Directors Bisson and Darby along with Director McDonald was held with the Senate leadership to discuss the revised report and comments were received (September 22nd). The final report will be issued to the Senate at the beginning of November, 2014 for formal comment.

  - o The second report, on Faculty Advancement and Reward, is in progress, with a targeted delivery date to the Academic Senate for informal comment in January 2015.

  - o To address the objective of developing a workable model for consultation with the Academic Senate and inclusion of their comments, recommendations and advice in the final document of recommendations for campus transformation for recruitment, the concept tested was the submission of a draft report that had prior input from key Academic Senate committees (Faculty Welfare and Affirmative Action and Diversity). The draft then went to all committees of the Senate with the request for feedback and comments on the proposed recommendations. Senate leadership changes on September 1st of each year with the previous Vice Chair becoming the Chair of the Senate. The Co-Directors and Karen McDonald met with the Senate leadership on September 22nd and

discussed the process of consultation used the previous year. There were a few minor suggestions for improvement; and we have a solid process going forward that will assure Senate buy-in to the recommendations

- o To address the objective of assuring Academic Dean buy-in to the recommendations coming from the committee, last year the draft report was also sent to all nine Academic and Professional School Deans and comments were received from two (College of Agriculture and Environmental Sciences and the School of Medicine). This level of response from Deans was significantly below expectations. This reporting period, Faculty Director Karen McDonald, Associate Director and Co-Director of the PPR Initiative Bisson, Program Coordinator Denneal Jamison-McClung, and CAMPOS Director Mary Lou de Leon Siantz will meet with the Deans and their Department Chairs at regularly scheduled meetings to inform all parties of the activities of ADVANCE and determine the best mechanisms to assure comment and feedback on recommendations.

- **Significant Results**

  - o Comments on the draft report on recommendations for improvement of recruitment activities were received and the document will be finalized by the end of the year and sent out to the Academic Senate and administration for formal comment, review and adoption.

- **Key Outcomes or Other Achievements and Impact**

  - o There was strong concurrence on recommendations between the ADVANCE and initiative leadership and the Academic Senate and we have developed a process for going forward with finalizing recommendations and for review of future recommendations.
  - o The relevant committees of the Academic Senate are now fully engaged in the process of institutional transformation as demonstrated by their participation in

early review of proposed policy and practice changes, in their ability to suggest additional changes and their full engagement in defining best practices for adoption of proposed changes.

3.6 Dissemination of results

- The initial draft of recommendations was sent to administrators and all Academic Senate members and discussed with faculty groups (the Hispanic and Latino/a Faculty Group).

3.7 Plans for the next reporting period (Jan 2015-June 2015)

- Send out the draft of recommendations for changes to policy and practices surrounding faculty reward and advancement and consult with Academic Senate members and administrators as before, modified according to feedback from the Deans as Dean/Unit participation was below that expected last spring, with the exception of CA&ES and the School of Medicine.
- The meetings with Deans and Department Chairs should elucidate the reasons for lack of comment and active engagement by the other Deans.

3.8 Meeting Dates, Presentations and Other Activities

- July 14, 2014 - Policy and Practices Review committee meeting to discuss recommendations to the Academic Senate (Linda Bisson, Maureen Stanton, Phil Kass, Denneal Jamison-McClung, Susan Handy, Becky Parales, Sophie Barbu).
- August 11, 2014 - Meeting with Policy and Practices Review Co-Director, Linda Bisson, , to review initiative performance over the past year, goals, challenges, future activities (Karen McDonald, Denneal Jamison-McClung, Sophie Barbu, Linda Bisson).

- September 5, 2014 - Conference call with Policy and Practices Review Co-Director, Jonathan Eisen, to discuss future Communications role on ADVANCE (Karen McDonald, Denneal Jamison-McClung, Sophie Barbu, Jonathan Eisen).
- September 22, 2014 - Discuss how ADVANCE will bring recommendations for review to the Academic Senate in the next year (Karen McDonald, Linda Bisson, André Knoesen, Gina Anderson, Rachael Goodhue)
- November 14, 2014 - Discuss ADVANCE recommendations with the Academic Senate Executive Council (Karen McDonald, Linda Bisson).

3.9 Products

- **Appendices**

  o Appendix AC. PPRI Executive Summary. The PPRI Executive Summary is a 1-2 page description of the initiative, for internal campus and external dissemination.
  o Appendix AD. Final draft – Recruitment Recommendations. The Final draft – Recruitment Recommendations include recommendations for recruitment made by the Policy and Practices Review Initiative for formal review and implementation by the Academic Senate.

4.0 Center for the Advancement of Multicultural Perspectives on Science (CAMPOS)

4.1 Founding Director

Mary Lou de Leon Siantz

4.2 Mission Statement

Mission

To support discovery of knowledge by promoting women in science, starting with Latina STEM scholars, through an inclusive environment that is diversity-driven, mentorship-grounded, and career success-focused. CAMPOS builds on the Chancellor's vision of transforming the University to support women in science, especially Latinas. The overarching mission of the CAMPOS Initiative is to build a vibrant, welcoming and diverse STEM research community.

4.3 Initiative Programs

- CAMPOS Strategic Recruitment Initiative
- CAMPOS Faculty Scholars Program

    o Nominations and Awards
    o Mentoring
        - LAUNCH Committees
        - NCFDD Resources

- Hispanic/Latina STEM Community Engagement

    o Campus
        - CAMPOS Faculty Affiliates Program (Appendix AF. CAMPOS Faculty Affiliates Program Application Instructions)

- Cafecito Networking & Discussion Events (Appendix AM. CAMPOS Community Cafecitos)
- CAMPOS Speaker Series
  - Regional/National
    - SACNAS Workshops (Appendix AK. SACNAS workshop)
    - Border STEM Network

4.4 Initiative Goals

Specific goals in support of this mission relate to the recruitment and successful establishment CAMPOS Faculty Scholars:

"CAMPOS Faculty Scholars are exceptional scientists in a STEM discipline. They are selected for their transformative thinking, unique perspectives, interdisciplinary approaches, and leadership potential to impact their STEM discipline in profound and enduring ways. Their discoveries, innovations, and technological breakthroughs will contribute to the public good, locally, nationally, and globally. A CAMPOS Faculty Scholar is a role model for future scientists and scholars who share their vision of diversity and inclusion, as key components of the Academy in the 21st Century."

- **Specific goals**
  - CAMPOS Faculty Scholar recruitment, retention and promotion.
  - Development of collaborative research space & resources to support excellence in research, teaching and mentorship.
  - Community engagement through speaker series, events and professional development activities emphasizing the experience of Hispanic/Latina STEM Scholars.

4.5 Accomplishments

- **Initiative efforts during this reporting period (July 2014-Dec 2014)**

  o Building on the established campus-wide process for nominating, approving and recruiting CAMPOS Faculty Scholar candidates for tenure-track positions in STEM disciplines (see Appendices), seven CAMPOS Faculty Scholars were successfully recruited and offered faculty appointments through regular department search committees processes. The departmental search committees then nominated the faculty candidates to the CAMPOS Review Committee to be considered for a CAMPOS Faculty Scholar Award, with final approval by the UC Davis Vice Provost - Academic Affairs. CAMPOS Faculty Scholars awarded through this nomination process in 2014, include: 1) Assistant Professor, Cell Biology and Human Anatomy, School of Medicine; 2) Professor, Mathematics and Microbiology & Molecular Genetics, Division of Mathematics & Physical Sciences and the College of Biological Sciences; 3) Professor, Social Science and Emergency Medicine, School of Medicine; 4) Assistant Professor, Anatomy, Physiology and Cell Biology, School of Veterinary Medicine; 5) Assistant Professor, Computer Science, College of Engineering; 6) Assistant Professor, Microbiology & Molecular Genetics, College of Biological Sciences; 7) Assistant Professor, Human Ecology-Food Systems, College of Agriculture & Environmental Sciences. Two of these seven scholars requested deferrals for their appointments until June 2015, due to contracts that had to be completed in their respective universities.

  o To learn more about the experience of Latinas and other underrepresented groups in STEM, and to design strategic interventions to support the success of CAMPOS Faculty Scholars, assessment and evaluation of Initiative pilot programs will play an important role in determining which programs are sustained and scaled. To that end, the UC Davis ADVANCE internal evaluators have conducted a brief survey of the CAMPOS Faculty Scholar participants to get a sense of their expectations of membership in the CAMPOS Initiative (Appendix I. CAMPOS

Faculty Scholar Incoming Survey form). The survey was conducted in early November 2014 and results indicate that the incoming faculty are most interested in: mentoring, both for themselves and in order to advise postdoctoral scholars and graduate students; help with grant writing and pursuit of extramural funding; acquiring knowledge of administrative structures within their home departments; and, networking and establishing collaborations within a diverse community of scholars via CAMPOS. Though the sample size was small (N=7), the results of the survey will help in prioritizing CAMPOS program development (Appendix J. CAMPOS Faculty Scholar Incoming Survey results).

o   Through the Mentorship & Networking Initiative, CAMPOS Faculty Scholars are being provided with a targeted mentoring via the LAUNCH Program and informal access to an array of campus resources through networking events, seminars and UC Davis ADVANCE Initiative communications. Of the five CAMPOS Faculty Scholars arriving on campus during this reporting period, three are currently availing themselves of the LAUNCH program opportunity, one has opted to complete a mentoring program existent in her home department, and one is a full professor (opted out). In addition to the LAUNCH program, CAMPOS Faculty Scholars have general access to resources provided by the UC Davis institutional membership in National Center for Faculty Development and Diversity (NCFDD) and will be offered full scholarship support to participate in the NCFDD intensive Faculty Success Program. CAMPOS is working with the Mentorship & Networking Initiative to identify additional programmatic synergies, such as priority registration in grant-writing workshops, in support of the inaugural CAMPOS Faculty Scholars.

o   Though our brief survey was useful in guiding short-term programmatic goals, we expect that a deeper analysis of the factors impacting CAMPOS Faculty Scholar career development will provide a foundation for long-term program planning, inform recruitment and retention strategies, and illuminate the experiences of Latinas in STEM. CAMPOS and the internal evaluation team

worked with the Social Sciences Research Initiative to fine-tune the short survey and complement plans for in-depth interviews of the CAMPOS Faculty Scholars, which are now underway.

- o To promote the advancement of the CAMPOS initiative, for recruitment as well as a national resource for Latina STEM scholars on a national level, the Hon. Ruben Hinojosa of Texas, Chair of the Congressional Hispanic Caucus Institute (CHCI), Washington DC, 2012 – 2014, invited Chancellor Linda Katehi to participate on a STEM panel during the Annual CHCI Conference in Washington DC, October, 1, 2014. An article describing the UC Davis ADVANCE CAMPOS program was published in *Latino Magazine*, and circulated during the CHCI Conference (Appendix AI. Latino Magazine CAMPOS article).

- o To promote the advancement of the CAMPOS Initiative in the State of California, an official "Welcome" reception was held on November 13, 2014, at UC Davis (Appendix AJ. Davis Enterprise CAMPOS article). Members of local and state government honoring the CAMPOS Faculty Scholars included Will Arnold, representing State Senator's Lois Wolk's office and Assembly Member Mariko Yamada. From the international community, we were honored to host the Deputy Consul General of Mexico, Gilberto Luna, a champion for STEM educational partnerships between Mexico and California. We also heard from Diana Albarrán Chicas, the co-founder and Financial Director of Latinas in STEM. As a first generation STEM graduate, she recognized the importance of the CAMPOS Initiative and the CAMPOS Faculty Scholars, not only to UC Davis, but to the Latino communities of Northern California (Appendix AH. CAMPOS Faculty Welcome Invitation).

- **Significant Results and Impact**
  - o Established salary contribution for CAMPOS Faculty Scholars via the Provost
  - o Secured Summer Research graduate student support to be made available to CAMPOS Faculty Scholars beginning summer of 2015

- New Assistant Professors recruited as CAMPOS Scholars were signed a LAUNCH committee to assist with their first year transition to the UC Davis faculty if so desired.
- CAMPOS Scholars below the rank of full Professor were informed of support to participate in the intensive NCFDD Success mentorship program.

- **Key Outcomes or Other Achievements**
  - The ADVANCE/CAMPOS is successfully providing opportunities for networking with Latina and female STEM faculty and students from across the campus for newly appointed CAMPOS Faculty Scholars. CAMPOS continues to host monthly Cafecitos (coffee breaks) during the academic year to promote mentorship and networking within a diversity-focused community of scholars.

4.6 Plans for the next reporting period (Jan 2015-June 2015)

- Establish a CAMPOS Speaker Series
  - Newly appointed CAMPOS Faculty Scholars have been encouraged to identify speakers they would like to invited to UC Davis
  - CAMPOS will invite Congressman Ruben Hinojosa of Texas to speak. As the Congressional Chair of the subcommittee on higher education, he has championed STEM initiatives not only in his district but nationally, especially for Latinas in STEM.
- To achieve future sustainability of CAMPOS at UC Davis plan the following:
  - Establish an internal "Blueprint for Action" in each of the UC Davis STEM Schools/Colleges to implement the Chancellor's vision to sustain the institutional change and transformation that supports women in science, focusing on Latinas through collaboration and partnership between CAMPOS and ADVANCE subcommittees

- o Establish community, public, private, government partnerships that permanently sustain CAMPOS. The CAMPOS director is a CO-PI on ELLAS: Empowering Latinas in Leadership and Advancement in STEM at the Border. This grant was submitted September 16, 2014 to the NSF. Its purpose is to empower and promote Latinas in STEM fields in institutions at the Border. The term Border refers not only to the states at the US/Mexico border, but also that other invisible "border" that women in general, but more so Latinas, find themselves confronting when they have reached an impasse in their career and cannot find a way to break through to success.

- o Expand the recently developed CAMPOS Faculty Affiliates Program, which will build a community of faculty from across the campus that are dedicated to the CAMPOS mission – increasing diversity in STEM.

- o Create a partnership with the National Hispanic Leadership Institute (NHLI), a professional association that develops leadership among Latinas in STEM and other fields is in process. This partnership will provide opportunities for CAMPOS Faculty Scholars to not only network with other Latinas in STEM fields in the U.S., but to develop their leadership potential for the 21st century community of science.

4.7 Meeting Dates, Presentations and Other Activities

- July 8, 2014 - Meeting to prepare presentation for the Annual SACNAS National Conference to help prepare prospective faculty members for the academic interview process (Karen McDonald, Sophie Barbu, Ray Rodriguez, Manuel Calderon de la Barca Sánchez, Mary Lou de Leon Siantz).

- July 21, 2014 - CAMPOS meeting to discuss engagement of the latino/a faculty group, CAMPOS Faculty Scholar nominations, presentation at the Hispanic Association of Colleges and Universities Roundtable (Mary Lou de Leon Siantz, Ray Rodriguez, Karen McDonald, Denneal Jamison-McClung, Sophie Barbu, Nina Amenta, Kent Pinkerton, Kyaw Tha Paw U, David Acosta).

- July 31, 2014 - Discuss Mentorship and Networking launch committees for CAMPOS Faculty Scholars (Mary Lou de Leon Siantz, Carol Erickson, JoAnne Engebrecht).

- August 11, 2014 - Meeting to review presentation for the Annual SACNAS National Conference to help prepare prospective faculty members for the academic interview process (Karen McDonald, Sophie Barbu, Ray Rodriguez, Manuel Calderon de la Barca Sánchez).

- August 11, 2014 - Meeting with CAMPOS Director, Mary Lou de Leon Siantz, to review initiative performance over the past year, goals, challenges, future activities (Karen McDonald, Denneal Jamison-McClung, Sophie Barbu, Mary Lou de Leon Siantz).

- August 18, 2014 - Meeting to review presentation for the Annual SACNAS National Conference to help prepare prospective faculty members for the academic interview process (Karen McDonald, Sophie Barbu, Ray Rodriguez, Manuel Calderon de la Barca Sánchez, Mary Lou de Leon Siantz).

- August 22, 2014 - Introductory meeting with CAMPOS Faculty Scholar candidate, Magdalena Cerda, to discuss the ADVANCE program (Karen McDonald, Magdalena Cerda).

- August 22, 2014 - Discuss the ADVANCE program and CAMPOS initiative with CAMPOS Faculty Scholar Candidate (nominated but hadn't accepted faculty position offer yet) (Mary Lou de Leon Siantz).

- August 22, 2014 - Discuss the CAMPOS initiative with CAMPOS Faculty Scholar Candidate (Mary Lou de Leon Siantz, Ray Rodriguez, Kent Pinkerton, Kyaw Tha Paw U, Nina Amenta, Denneal Jamison-McClung)

- September 26, 2014 - CAMPOS meeting to discuss the Strategic Recruitment Plan 2014-2015, blue print for action, review CAMPOS Faculty Scholar nominations, the STEM Border Network, schedule CAMPOS Cafecitos for the coming quarter (Mary Lou de Leon Siantz, Ray Rodriguez, Denneal Jamison-McClung, Karen McDonald, Kyaw Tha Paw U Kent Pinkerton, Nina Amenta, Sophie Barbu, Susan Kauzlarich).

- October 31, 2014 - CAMPOS Cafecito Community Gathering held as part of the CAMPOS Initiative goal to build a diverse community of STEM faculty.

- November 12, 2014 - CAMPOS meeting to develop a CAMPOS affiliates program (Mary Lou de Leon Siantz, David Acosta, Karen McDonald, Denneal Jamison-McClung, Kyaw Tha Paw U, Kent Pinkerton, Nina Amenta, Maureen Stanton, Sophie Barbu),
- November 13, 2014 - CAMPOS Welcome Reception, held to celebrate the first cohort of CAMPOS Faculty Scholars
- December 12, 2014 - CAMPOS Cafecito Community Gathering held as part of the CAMPOS Initiative goal to build a diverse community of STEM faculty.

4.8 Products

- **Appendices**
    - Appendix AE. CAMPOS Executive Summary. The CAMPOS Executive Summary is a 1-2 page description of the initiative, for internal campus and external dissemination.
    - Appendix AF. CAMPOS Faculty Affiliates Program Application Instructions. The CAMPOS Faculty Affiliates Program Application Instructions includes an overview of the CAMPOS Faculty Affiliates Program and guidelines for applying to the program.
    - Appendix AG. CAMPOS Faculty Scholar nomination form. The CAMPOS Faculty Scholar nomination form includes an overview of the CAMPOS Faculty Scholar Program and guidelines for applying to the program.
    - Appendix AH. CAMPOS Faculty Welcome Invitation. The CAMPOS Faculty Welcome Invitation is the invitation sent to invite UC Davis faculty to a welcome reception to honor the first cohort of CAMPOS Faculty Scholars on November 13, 2014.
    - Appendix AI. Latino Magazine CAMPOS article. The article, "Promoting Latina Scientists," written by Mary Lou de Leon Siantz, was featured in Latino Magazine. The article highlighted the ADVANCE program and CAMPOS Initiative efforts related to institutional transformation aimed at increasing the numbers of

faculty women, especially Latinas, who are pursuing careers in the STEM disciplines at UC Davis.

- o Appendix AJ. Davis Enterprise CAMPOS article. The article "Latina scientists recognized as CAMPOS scholars," written by Andy Fell, was featured in the Davis Enterprise. The article highlighted the CAMPOS Faculty Scholars and the CAMPOS Faculty Welcome Reception for the first cohort of CAMPOS Faculty Scholars.

- o Appendix AK. SACNAS workshop "Securing Your First Faculty Position: Keys to Successful Interviewing"

- o Appendix AL. HACU workshop handout. The HACU workshop handout includes information covered during the HACU 13th Annual Latino Higher Education Leadership Institute workshop on "UC Davis Institutional Transformation: Diversifying the STEM Academy Starting with Latinas."

- o Appendix AM. CAMPOS Community Cafecitos. The CAMPOS Community Cafecitos gives an overview of the purpose of the CAMPOS Community Cafecito gatherings and lists the cafecitos held during the reporting period (July 2014-December 2014).

5.0 Social Sciences Research Initiative

5.1 Director

Adela de la Torre

5.2 Mission Statement

To conduct integrated empirical studies and on-going data analyses that will: inform the program activities and interventions aimed at improving the recruitment & retention of Latina and other women STEM faculty at UC Davis, examine the impact of those interventions on the career progress of Latina and other women STEM faculty, and accomplish a systematic study of the factors influencing the career paths of Latina scholars from faculty recruitment through mid-career.

5.3 Initiative Programs

- President's Post-Doctoral Fellow Interviews (PPFI)
- Social Sciences Research Initiative Brown Bag Series

5.4 Initiative Goals

Track progress toward increased diversity by gender and race/ethnicity among faculty and inform policies aimed at achieving that end through the collection and dissemination of administrative data on faculty demographics, career progress, and resource allocations.

- **Specific goals**

  - Interview past recipients of the University of California President's Postdoctoral Fellowship (PPFP). Latina women from both STEM and non-STEM fields will be interviewed.

- Interview Latina faculty members in STEM fields across the nation. (Create a database of Latina STEM faculty across the nation. Contact these faculty members and conduct interviews.)
- Interview CAMPOS Faculty Scholars to obtain data on expectations, needs, career progress, resource allocations, factors influencing their success and barriers to success.

5.5 Accomplishments

- **Initiative efforts during this reporting period (July 2014-Dec 2014)**

  - Interviewed past recipients of the University of California President's Postdoctoral Fellowship Program (PPFP). Latina women from both STEM and non-STEM fields will be interviewed.
  - Collaborated with the Center for the Advancement of Multicultural Perspectives on Science (CAMPOS) Initiative to coordinate interviews with the seven CAMPOS Faculty Scholars.

- **Significant Results**

  - Research team members conducted phone interviews with President's Postdoctoral Fellows, and successfully completed 18 PPFP interviews.
  - Initiated coding and analysis of the interview transcriptions.
  - Conducted two internal team trainings to ensure that all team members are coding similarly.

- **Key Outcomes or Other Achievements**

  - Successfully obtained Internal Review Board (IRB) approval, which is required to initiate interviews with Latina STEM faculty members across the nation.

5.6 Impact

- Findings from the interviews will shed light on the academic and career trajectories of Latinas, which will be helpful to our CAMPOS initiative. Our data provides information about mediating factors that may influence how Latina STEM faculty have increased their success in academia as well as potential barriers.

- The findings will create and impact on the dearth of literature on topic area. Literature exists in regards to women in STEM fields, but there is a gap in what we know pertaining to women of color in STEM fields as well as Latinas in STEM fields.

- The findings are helping create a nuanced understanding of the issues around the complex decision making process of Latinas entering STEM fields. This is leading to a more specific understanding of decision-making process of Latinas into academic STEM careers.

- It is important to keep research programs funded so URM STEM students receive the guidance and support they need to stay in STEM fields. The findings provide information about the importance of mentoring programs in STEM fields. Examples of such programs are McNair and MAPS.

- More nuanced understanding of factors influencing behavior choices and the impact these have for the recruitment and retention of Latinas into STEM fields.

- The number of Latina's in tenure-track positions in academia is low relative to non-Latina White women. It is important to create an institutional culture that welcomes them and provides support necessary to faculty members. Our findings will shed light to improving the overall climate for Latinas in academia.

- Secondary outcomes from this research will give a better understanding of the conditions that support success through critical moments for students in K-12 and increase the number of students into STEM fields.

5.7 Faculty training and professional development

- The team conducted two internal team trainings to ensure that all the team members are coding similarly. The initial training was focused on interview methodology and a review of literature pertaining to methodological choices and frameworks. The second training was focused on transcription review and initial coding.

5.8 Dissemination of results

- Preliminary results from interviews conducted to date have been discussed within the research team and these have been shared with the ADVANCE Co-PIs, Co-Directors, and Management Team.

5.9 Plans for the next reporting period (Jan 2015-June 2015)

- The research team will continue to interview women faculty in STEM. We previously widened our interview poll to include Latinas in STEM at the national level who are in academia.
- Interview seven CAMPOS Faculty Scholars to obtain data on expectations, needs, career progress, resource allocations, factors influencing their barriers to success.
- Continue to build our database of national Latina STEM scholar and conduct interviews with them.
- The research team will conduct a monthly brown bag series, to present detailed preliminary results, to the ADVANCE Co-PIs, Co-Directors, and Management Team.

5.10 Meeting Dates, Presentations and Other Activities

- July 31, 2014 - Research Meeting to discuss article review on grounded theory, oral history and interview methodologies, IRB continuing review, Lisceth's fall job description (Yvette Flores, Laura Grindstaff, Mary Lou de Leon Siantz and Lisceth Brazil-Cruz).

- August 18, 2014 - Research Meeting to discuss IRB modification update, post-doc fellow, clarification of coach surveys, interview transcriptions, fall duties for Lisceth (Yvette Flores, Laura Grindstaff, Mary Lou de Leon Siantz and Karen McDonald).

- August 27, 2014 - Research Meeting to discuss survey of Latina graduate students in STEM, Interview protocol for CAMPOS Faculty Scholars, Lisceth to also conduct interviews of CAMPOS scholars (Adela de la Torre, Yvette Flores, Laura Grindstaff, Mary Lou de Leon Siantz and Lisceth Brazil-Cruz).

- August 27, 2014 - Research Meeting to discuss interviewee pseudonyms, interview schedules, clarification on protocol, and external evaluators to also interview CAMPOS scholars (Yvette Flores, Laura Grindstaff, and Lisceth Brazil-Cruz).

- August 29, 2014 - Meeting with Research Co-Director, Adela de la Torre, to review initiative performance over the past year, goals, challenges, future activities (Sophie Barbu, Denneal Jamison-McClung, Karen McDonald, Adela de la Torre).

- October 9-10, 2014 - Participate in the UCOP'S President Postdoctoral Fellowship Program 30th Anniversary Conference. Attend professional advising workshops for fellows in the academy. Workshop topics included: Surviving and Thriving as Faculty, Overcoming Writer's Block, Mentoring, Job search process, Grant writing, Publishing, Balancing Academic life and family, Tips for tenure, and Successful networking in academia (Lisceth Brazil-Cruz).

- October 21, 2014 - Research Meeting to discuss Year 3 report, postdoctoral duties, coding and themes (Yvette Flores, Laura Grindstaff, Mary Lou de Leon Siantz and Lisceth Brazil-Cruz).

- November 24, 2014 - Research Meeting to discuss interview transcriptions, transcription analysis and initial themes (Adela de la Torre, Yvette Flores, Laura Grindstaff, Mary Lou de Leon Siantz and Lisceth Brazil-Cruz).

- December 4, 2014 – Research presentation to ADVANCE Co-PIs and Co-Directors to give an update on preliminary findings to date.

5.11 Products

- **Appendices**
  - Appendix AN. SSRI Executive Summary. The SSRI Executive Summary is a 1-2 page description of the initiative, for internal campus and external dissemination.
  - Appendix AO. SSRI Brown Bag Series Invitation. The SSRI Brown Bag Series Invitation is the invitation to the brown bag series, presented by the Social Sciences Research Initiative, which includes a detailed analyses of the initiative's preliminary findings to date.

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6.0 Capital Resource Network (Supplemental Funding Grant from the NSF Career Life Balance Program)

6.1 Co-Directors & Management Team

Co-Directors – Kim Shauman and Binnie Singh

Managing Director – Linda Assadian

Program Manager – Loraine Hernandez-Covello

6.2 Mission Statement

To significantly enhance support for the recruitment and retention of dual-career faculty by building an active regional employment network that will significantly expand the existing UC Davis Partner Opportunities Program by formalizing access to the labor market in the Davis-Sacramento region.

6.3 Initiative Program

The Capital Resource Network will function as a collaborative business resource using a proactive and intentional approach to the success of local companies, educational institutions, and non-profit organizations in recruiting and retaining highly educated, skilled and diverse talent. CRN's fee-based service will support employers' efforts to attract and retain diverse talent by providing dual-career couples with region-specific information, resources and access to personal and professional connections, helping to establish employees and their families in the Capital Region.

6.4 Project Goals

The Capital Resource Network will meet 5 specific goals:

- Develop a regional employment network
- Provide confidential career coaching to partners of target hires
- Develop a comprehensive guide to relocation, family services and resources
- Provide relocation assistance
- Develop a dynamic, clearly organized, and richly populated website

6.4 Accomplishments

- **Initiative efforts during this reporting period (July 2014-Dec 2014)**

  - In September 2014, the newly hired Director for the Capital Resource Network (CRN), Linda Assadian, joined the Program Manager, Loraine Hernandez-Covello. The new director has been successfully integrated into meetings and has worked with the project manager to facilitate the recruitment for the Client Services Coordinator position. Working with a campus human resources tea, the Client Services Coordinator position description was drafted and finalized, the position was classified and advertised, a recruitment advisory committee was formed, applications were reviewed and screened, and interviews were held. The Capital Resource Network team is now positioned to extend an offer and an additional CRN team member will be welcomed in the coming weeks.
  - Met regularly with UC Davis and regional stakeholders
  - Held on-going (weekly) consultation meetings with the directors of similar regional employment networks that have been established (Tech Valley Connect in upstate New York) or are in the process of being developed (University of Maine, Lehigh University)
  - Established strong ties to regional development corporations and human resources representatives for area businesses

- Consulted with destination services organizations

- Worked with Uptown Studios on branding, marketing materials, and website design and development.

- Interviewed Global Mobility Solution and Destination Service Providers. The CRN Director and Program Manager have held various phone consultations with national global mobility and destination service providers, including review of their websites, to better understand how aspects of the services proposed in the Regional Employer Network compare: Coppergate International, Dwellworks, The Right Move Group, Global Mobility Solutions, NEI Global, Relations, The Impact Group, and Impaxis. This research has been important for understanding the marketplace and delivery of existing services and for creating a case for how the services of a regional employer network differ and actually may complement existing services.

- Created the Capital Resource Network Advisory Council. An advisory council comprised of representatives from ten of the region's top employers was formed. This council will meet in person and by phone over a period of three months. To date, the Advisory Council has held one face-to-face meeting and multiple committee meetings. Steve Currall, the former dean of the UC Davis Graduate School of Management and current Chancellor's Advisor, serves as the facilitator of the in-person meetings. The committee meetings are led by the CRN project manager and director. The purpose of the Advisory Council is to give external feedback and input on aspects of the network's proposed services and framework. Subcommittees have been formed on the topics of Services and Rates, Membership and Benefits, and Marketing and Sponsorships. The Advisory Council committee members use the meetings to share feedback on reasonableness of the proposed framework and also give recommendations for alternatives or additional suggestions. As potential future network members, input from this group is important for helping to shape the network into a true regional resource from the beginning—giving the CRN team insight to

expectations, questions, perceptions and areas of confusion that may be representative of a larger employer pool, and helping to properly address employer needs or concerns early in the process. The Advisory Council will also serve as the starter pool for a pilot phase and a future board of directors.

6.5 Faculty training and professional development

- CRN Program Manager, Loraine Covello, attended a two-day training, led by a licensed psychologist with expertise in cultural transition and clinical psychology, included supervised practice and certification in the use of the materials in three modules -- Host Country Overview, Culture and Communication, and Managing the Transition. Trainees received a trainee workbook that can be duplicated in unlimited numbers for future orientations -- comes as a PDF file on a USB flash drive, instructions on how to design cross cultural orientations for trainees with differing needs, cultural expectations and learning styles, background readings on orientation topics and, 100+ PowerPoint slides (on USB flash drive) to supplement the orientation.
  http://www.interchangeinstitute.org/html/CCC.htm
- CRN Program Manager, Loraine Covello, attended a two-day Microsoft Access Database training class. The utilization of a database is important for establishing a recordkeeping system of CRN employers, clients and services at a minimal cost. MS Access is a versatile and inexpensive solution to organizing our data so that the CRN team can be positioned to create reports and forms.

6.6 Dissemination of results

- National Dissemination and Collaborative Strategy Planning

  o The CRN team has been collaborating with the project managers at Maine University and Lehigh University who are also working to implement a similar regional employer network. Weekly updates provide a platform for discussing obstacles, solutions, ideas and progress. All three project managers have shared

research, documents, and presentation materials, and have found this collaborative approach a critical source of support and knowledge sharing.

- Logo, style guide and business system

  - Upon choosing a final name for the network: Capital Resource Network, we worked with a Web Designer to create a new logo and accompanying tagline: "Career.Community.Connections. "

  - The logo work included a style guide which has been instrumental in creating new marketing materials that have the same look. Additionally we have a business system that includes templates for envelopes, letterhead, and business cards.

- Website

  - The website is nearing final development (current test site: http://dev.uptownstudios.net/capitalrn/). The CRN project team has collaborated with designers to develop a website that will clearly outline the CRN services and target audiences. The final website will have a modern look and vibrant feel, with strong regional visuals (the current photos are place holders). The CRN team is in the process of creating and finalizing content, including images, for the website.

- The Capital Resource Network will be officially introduced to the campus and wider community in Spring 2015.

6.7 Plans for the next reporting period (Jan 2015-June 2015)

- Continue development activities

- Complete hiring of the Client Services Coordinator

- Begin providing services to UC Davis faculty hires in coordination with the existing Partner Opportunity Program

- Plan and execute a launch event for the CRN during the Spring 2015

6.8 Meeting Dates, Presentations and Other Activities

- August 13, 2014 - Meeting with Capital Resource Network Co-Directors, Kim Shauman and Binnie Singh, to review initiative performance over the past year, goals, challenges, future activities (Karen McDonald, Denneal Jamison-McClung, Sophie Barbu, Kim Shauman, Binnie Singh).

- October 23, 2014 – Inaugural Capital Resource Network Advisory Council meeting with presentations of the project to regional participants. The event was hosted by Shriner's Children's Hospital and chaired by Steve Currall (Former Dean of the Graduate School of Management and Chancellor's Advisor on the development of a third UC Davis campus in Sacramento). Presentations were made by Kim Shauman, and Linda Assadian (Kim Shauman, Linda Assadian, Steve Currall). Attendees included:

  o Clay Schmidt, Executive Manager, Energy Solutions and Service, PG&E Sacramento

  o Josie Garcia, Interim Manager--Human Resources, SMUD

  o Donna Ruiz, Vice President-- Human Resources, Sacramento Kings

  o Lori Raderschadt, VP Organization Development, Buzz Oates Group of Companies

  o Debbie Rubens, Director Human Resources, Shriners Hospitals for Children, Sacramento

  o Mark Ingram, Vice President-Strategic Services, Teichert & Son

- o Philip Garcia, Vice President for Public Affairs and Advocacy, California State University, Sacramento
- o Scott Jacobson, Business & Accounting Process Analyst at Pacific Coast Companies, Inc. (who attended as a representative for Josh Kimerer, Chief Financial Officer, Pacific Coast Building Products)
- o Susan Summers, Director-Staffing Center of Expertise, UC Davis
- o Shauna Harrington, Director, Workforce Development at VSP Global

- One-on-one meetings were held with the following Advisory Council members who could not attend the October 23rd meeting:

  - o Shelly Schlenker, Vice President Vice President Public Policy and Advocacy, Diginity Health
  - o Monica Sugg, Kaiser Permanente
  - o Irene Nishida, Supervisor, Compensation & Selection at SMUD
  - o Sheri Frasinetti, Human Resources Generalist at Teichert Construction / Teichert Materials

- The CRN Program Director and Program Manager have held additional meetings with members of the Advisory Council to develop:

  - o Services and rate structure
  - o Membership and Benefits
  - o Marketing and communications

- Multiple meetings occurred in August, September and October with representatives from UC Davis BIA, Office of the Chancellor and Provost and Academic Affairs to review and refine a request for additional funding from central campus to help launch the CRN.

6.9 Products

- **Appendices**

  - Appendix AP. CRN Executive Summary. The CRN Executive Summary is a 1-2 page description of the CRN project, for internal campus and external dissemination.
  - Appendix AQ. Capital Resource Network Presentation. A PowerPoint presentation providing an overview of the Capital Resource Network.
  - Appendix AR. CRN Handout. The CRN Handout is a 1-2 page description of the CRN project, for broad dissemination and marketing.
  - Campus Communications

    - Appendix AS. CRN Advisory Council Invitation. The CRN Advisory Council Invitation is the invitation sent by Chancellor Katehi to potential CRN Advisory Council members.
    - VP-AA basic informational website: http://academicaffairs.ucdavis.edu/programs/capital_resource_network.html

- Capitol Resource Network website (in development): http://dev.uptownstudios.net/capitalrn/

1.0 Internal Communications

1.1 Websites, Listservs and Social Media

The UC Davis ADVANCE management team maintains listservs and handles meeting calendaring for all of the project Initiatives. During this reporting period, we used listservs to reach large segments of the campus community and made global announcement via Twitter (Appendix H. Twitter Posts). Professor Jonathan Eisen, a member of UC Davis ADVANCE and well known blogger, has taken on the role of Faculty Communications expert and will be developing our capacity to use social media and other forms of non-traditional academic publishing.

1.2 Project Participant Professional Development/

The Management team conducted a "Tech Hour" training on October 8th for Co-Directors and committee members interested in learning how to effectively use our file sharing service, "BOX". UC Davis ADVANCE switched to using BOX, in lieu of Dropbox, due to better security, increased capacity for storage and ease of file sharing among project participants. For the second part of the training session, faculty participants learned how to use Twitter to communicate professionally.

1.3 Meetings with Campus Constituents

Formal meetings with STEM Deans and Department Chairs, as well as informal networking activities with faculty, post-docs, grad students and staff continued during this reporting period.

1.4 Cross-Initiative Communications: Brown Bag Series, Workshops and Retreats

We held two Brown Bag discussions, "Women in STEM: Where do we Stand?", to share recent statistics on women in STEM with the UC Davis ADVANCE team (**Appendices E. and F.**) A Faculty Retreat (working half-day meeting) is planned for December 16, 2014. This meeting will

serve as a time to discuss challenges to implementation and prepare for the 3rd Year NSF Site Visit review.

2.0 External Communications

2.1 Website and Social Media

The UC Davis ADVANCE website serves as a communications portal to the campus and external stakeholders Program Manager, Sophie Barbu, has taken the lead on website content management and development, taking part in quarterly training sessions with Digital Deployment. Ongoing website improvements have included the addition of a large STEAD Workshop resource collection under the Diversity & Recruitment webpage.   At the close of Year 2, the Management Team sent the inaugural ADVANCE E-newsletter to program constituents. The communication was well-received and we plan to distribute an E-newsletter update at the close of each academic quarter, broadly sharing published web content via UC Davis ADVANCE listservs and the Mail Chimp feature embedded in the website.

PI Linda Katehi has blogged and tweeted regularly about UC Davis ADVANCE Activities and She recently wrote a piece for the Huffington Post entitled, "For America's Future, Engineering Needs to Diversify", published on November 7th (**Appendix G. Huffington Post article**). On Twitter, the @UCDavisADVANCE has posted 400 Tweets and re-tweets, to date (**Appendix H. Twitter posts**). Other UC Davis ADVANCE team members using the platform to share information about ADVANCE activities and related topics include:

- Linda Katehi (@lindakatehi – PI)
- Jonathan Eisen (@phylogenomics - Faculty Communications)
- Denneal Jamison-McClung (@yggdrasil13751 – Program Coordinator)
- Sophie Barbu (@ SophieBarbu – Program Manager)
- Raymond Rodriguez (@pbr322guy – Co-PI)
- Karen McDonald (@kmcdonaldpmp – Faculty Director and Co-PI)
- Andrea Quintero (@alquintero – Post-doctoral Scholar)

- Louise Kellogg (@louisekellogg – Initiative member)
- James Hildreth (@JamesEKHildreth – STEM Dean, IAB member)

Prof. Jonathan Eisen, a well-known science blogger and vocal champion of diversity in STEM, has transitioned from his role as Co-Director of the Policy & Practices Review Initiative to that of Faculty Communications expert. Moving forward, his efforts on behalf of UC Davis ADVANCE will be focused on external communications (tweeting and blogging), as well as training UC Davis ADVANCE faculty in uses of social media and "open science" publishing to support professional activities in research, teaching, mentoring and outreach.,

2.2 Conferences, Workshops & Meetings

Members of the UC Davis ADVANCE leadership and management have traveled to meetings and workshops where diversity in STEM and related higher education and workforce issues were focal points, as well as giving invited presentations about UC Davis ADVANCE efforts.

- July 17, 2014 - Panel discussion with Geri Richmond, President of COACh, and the India Delegation on Women in Science (WISER), hosted at UC Berkeley (Denneal Jamison-McClung).
- July 27, 2014 - Presentation at the UC Team Science Retreat in Santa Barbara, CA to promote team science competencies and leadership capacity of early-mid career faculty. The Retreat targets established or new diverse teams, as well as individuals who want to become involved in team science initiatives, and who can contribute to the diversity and excellence of the academic community (Karen McDonald, Ray Rodriguez).
- October 1, 2014 - STEM panel presentation on UC Davis ADVANCE and STEM diversity during the Annual Congressional Hispanic Caucus Institute (CHCI) meeting, Washington DC - (Chancellor Linda Katehi).
- October 4, 2014 - Workshop entitled, "UC Davis Institutional Transformation: Diversifying the STEM Academy Starting with Latinas" presented at the Hispanic Association of Colleges and Universities 13th Annual Latino Higher Education

Leadership Institute (Ray Rodriguez).

- October 16-18, 2014 - Workshop the Annual SACNAS National Conference to help prepare prospective faculty members for the academic interview process (Karen McDonald, Sophie Barbu, Ray Rodriguez, Manuel Calderon de la Barca Sánchez, Mary Lou de Leon Siantz, Maggie Werner-Washburne).

Products

- Appendix E. Brown Bag Series. The "Women in STEM: Where do we stand?" presentation by Dr. Denneal Jamison-McClung (Program Coordinator).
- Appendix F. Brown Bag Series. The "Women in STEM: Where do we stand?" presentation by Prof. Kim Shauman.
- Appendix G. Huffington Post blog. A Huffington Post blog, "For America's Future, Engineering Needs to Diversify" by Chancellor Linda Katehi (PI), November 11, 2014.
- Appendix H. Twitter Posts. Twitter Posts includes images of all micro-blogs and retweets streamed on the UC Davis ADVANCE website and available on the Twitter account @UCDavisADVANCE from July 2014 – Dec 2014.
- Website Content Update:
  - "Resources for Actively Recruiting a Diverse Applicant Pool" http://ucd-advance.ucdavis.edu/post/resources-actively-recruiting-diverse-applicant-pool

Management Team Products

- Appendix A. UC Davis ADVANCE Management Plan.

- Appendix B. UC Davis ADVANCE Meetings July - December 2014.

- Appendix C. NCFDD & Faculty Success Program.

- Appendix D. UC Team Science Retreat.

- Appendix E. Brown Bag Series. The "Women in STEM: Where do we stand?" presentation by Dr. Denneal Jamison-McClung (Program Coordinator).

- Appendix F. Brown Bag Series. The "Women in STEM: Where do we stand?" presentation by Prof. Kim Shauman.

- Appendix G. Huffington Post blog.

- Appendix H. Twitter Posts.

Evaluation Team Products

- Appendix I. CAMPOS Faculty Scholar Incoming Survey form.

- Appendix J. CAMPOS Faculty Scholar Incoming Survey results.

- Appendix K. Faculty Women Reception Survey Summary.

- Appendix L. Theory of Change.

- Appendix M. CAMPOS Logic Model.

- Appendix N. Inclusive Campus Climate Logic Model.

- Appendix O. Mentorship and Networking Logic Model.

- Appendix P. Policy and Practices Review Logic Model.

- Appendix Q. Capital Resource Network Logic Model.

Inclusive Campus Climate / Strength Through Equity and Diversity (STEAD) Products

- Appendix R. ICC Executive Summary.

- Appendix S. ADVANCE STEAD Workshop Dates.

- Appendix T. STEAD Workshop Slides and Notes.

- Appendix U. Bibliography of Research Cited and Consulted.

- Appendix V. STEAD Survey.

- Appendix W. STEAD Website.

- Appendix X. Candidate Welcome Folder.

- Appendix Y. Applicant Candidate Evaluation Tool.

- Campus Communications

  - Appendix AT. Provost email introducing STEAD to the Deans.

  - Appendix AU. Vice-Provost Academic Affairs email to Deans.

  - Appendix AV. Vice-Provost Academic Affairs email to Deans.

  - Appendix AW. Vice-Provost Academic Affairs email reminder to registered STEAD Workshop participants.

Mentorship & Networking Products

- Appendix Z. MNI Executive Summary.

- Appendix AA. NCFDD FSP Participant List.

- Appendix AB. Launch Committee Program 2014-2015 Participants.

Policy & Practices Review Products

- Appendix AC. PPRI Executive Summary.

- Appendix AD. Final draft – Recruitment Recommendations.

Center for the Advancement of Multicultural Perspectives on Science (CAMPOS) Products

- Appendix AE. CAMPOS Executive Summary.

- Appendix AF. CAMPOS Faculty Affiliates Program Application Instructions.

- Appendix AG. CAMPOS Faculty Scholar nomination form.

- Appendix AH. CAMPOS Faculty Welcome Invitation.

- Appendix AI. Latino Magazine CAMPOS article.

- Appendix AJ. Davis Enterprise CAMPOS article.

- Appendix AK. SACNAS workshop "Securing Your First Faculty Position: Keys to Successful Interviewing"

- Appendix AL. HACU workshop handout.

- Appendix AM. CAMPOS Community Cafecitos.

Social Sciences Research Initiative Products

- Appendix AN. SSRI Executive Summary.

- Appendix AO. SSRI Brown Bag Series Invitation.

Captial Resource Network Products

- Appendix AP. CRN Executive Summary.

- Appendix AQ. Capital Resource Network Presentation.

- Appendix AR. CRN Handout.

- Appendix AS. CRN Advisory Council Invitation.

5. 0   Products Uploaded with Report

In Year 3, we developed 1-2 page executive summaries for each UC Davis ADVANCE Initiative to aid in our communication efforts, both on and off campus. A number of products related to deploying specific Initiative programs, such as the STEAD workshop presentation, are also listed in this section. Here, we briefly describe the products that will be: 1) uploaded to Research.gov; and 2) included as Appendices in Section F of this narrative report.

Management Team Products

- Appendix A. UC Davis ADVANCE Management Plan. This updated version of the UC Davis ADVANCE Management Plan describes the management structure and personnel that comprise the UC Davis ADVANCE project.
- Appendix B. UC Davis ADVANCE Meetings July - December 2014. This document details the meetings held by each of the ADVANCE Initiative Committees and Working Groups, Program Management & Evaluation Teams, Program Leadership & Steering Committee.
- Appendix C. NCFDD & Faculty Success Program. The NCFDD Flyer announces UC Davis' institutional membership to the National Center for Faculty Development and Diversity. The Faculty Success Program Flyer describes the 15-week training program which will be offered to CAMPOS Faculty Scholars and select CAMPOS Faculty Affiliates.
- Appendix D. UC Team Science Retreat. The "Art and Craft of Team Science" presentation made by Faculty Director McDonald and Co-PI Rodriguez at the UC Team Science Retreat in Santa Barbara, CA in July 2014.
- Appendix E. Brown Bag Series. The "Women in STEM: Where do We Stand?" presentation by Dr. Denneal Jamison-McClung (Program Coordinator).
- Appendix F. Brown Bag Series. The "Women in STEM: Where do We Stand?" presentation by Prof. Kim Shauman.
- Appendix G. Huffington Post blog. A Huffington Post blog, "For America's Future, Engineering Needs to Diversify" by Chancellor Linda Katehi (PI), November 11, 2014.

- Appendix H. Twitter Posts. Twitter Posts includes images of all micro-blogs and retweets streamed on the UC Davis ADVANCE website and available on the Twitter account @UCDavisADVANCE from July 2014 – Dec 2014.

Evaluation Team Products

- Appendix I. CAMPOS Faculty Scholar Incoming Survey form. The CAMPOS Faculty Scholar Incoming Survey form is a survey given to CAMPOS Scholars to gather information on their expectations, goals and needs for the coming year.
- Appendix J. CAMPOS Faculty Scholar Incoming Survey results. The CAMPOS Faculty Scholar Incoming Survey results is the summary of survey responses from a survey sent to all seven of the current (2014-2015) CAMPOS Faculty Scholars.
- Appendix K. Faculty Women Reception Survey Summary. Faculty Women Reception Survey Summary is a report prepared by ADVANCE Internal Evaluators, summarizing results from a survey of participants who attended the Welcome Reception for Women Faculty on October 23, 2014.
- Appendix L. Theory of Change. The Theory of Change model presents an application of Kotter's (1995) theory of organizational change to the UC Davis ADVANCE program. It presents representative activities related to each stage in the process of organizational change for each initiative in our program. Reference: Kottler, John P. 1995. "Leadership Change: Why Transformation Efforts Fail." Harvard Business Review, March-April 1995, pages 59-67.
- Appendix M. CAMPOS Logic Model. The CAMPOS Logic Model is a tool used to evaluate the effectiveness of the initiative; it depicts the relationship between inputs, activities, outputs, measurable outcomes, data sources, and impacts.
- Appendix N. Inclusive Campus Climate Logic Model. The Inclusive Campus Climate Logic Model is a tool used to evaluate the effectiveness of the initiative; it depicts the relationship between inputs, activities, outputs, measurable outcomes, data sources, and impacts.

- Appendix O. Mentorship and Networking Logic Model. The Mentorship and Networking Logic Model is a tool used to evaluate the effectiveness of the initiative; it depicts the relationship between inputs, activities, outputs, measurable outcomes, data sources, and impacts.

- Appendix P. Policy and Practices Review Logic Model. The Policy and Practices Review Logic Model is a tool used to evaluate the effectiveness of the initiative; it depicts the relationship between inputs, activities, outputs, measurable outcomes, data sources, and impacts.

- Appendix Q. Capital Resource Network Logic Model. The Capital Resource Network Logic Model is a tool used to evaluate the effectiveness of the initiative; it depicts the relationship between inputs, activities, outputs, measurable outcomes, data sources, and impacts.

Inclusive Campus Climate / Strength Through Equity and Diversity (STEAD) Products

- Appendix R. ICC Executive Summary. The ICC Executive Summary is a 1-2 page description of the initiative, for internal campus and external dissemination.

- Appendix S. ADVANCE STEAD Workshop Dates. A list of the nine STEAD workshops that have been/will be held during academic year 2014-2015.

- Appendix T. STEAD Workshop Slides and Notes. The slides and notes used during the STEAD Workshop.

- Appendix U. Bibliography of Research Cited and Consulted. A list of scholarly literature used to inform the content of the STEAD Workshop slides.

- Appendix V. STEAD Survey. The short survey developed and administered by the internal evaluators, in consultation with the STEAD committee, to assess the impact on STEAD workshop participants.

- Appendix W. STEAD Website. A screenshot of the STEAD Workshop webpage on the Vice Provost Academic Affairs website.

- o Appendix X. Candidate Welcome Folder. A list of Recommended Contents for departments engaged in faculty recruitment.
  - o Appendix Y. Applicant Candidate Evaluation Tool. A rubric for STEAD-trained faculty to use in assessing faculty job candidates.
- Campus Communications
  - o Appendix AT. Provost email introducing STEAD to the Deans. The Provost email introduces STEAD to the Deans and gives an overview of the campus' efforts to increase fairness and transparency in the faculty recruitment process.
  - o Appendix AU. Vice-Provost Academic Affairs email to Deans. The Vice-Provost Academic Affairs email to Deans, was sent to the Deans with template letter to introduce search committee members to the STEAD training requirement.
  - o Appendix AV. Vice-Provost Academic Affairs email to Deans. This message to the Deans reviewed required attendance at STEAD training and instructions on reminding potential search committee members to complete the STEAD training requirement.
  - o Appendix AW. Vice-Provost Academic Affairs email reminder to registered STEAD Workshop participants. This email reminder was sent to all registered STEAD participants by VPAA to remind participants of the workshop date and time.

- Products:
  - o STEAD website: http://academicaffairs.ucdavis.edu/training-and-development/stead/index.html
  - o Resources for broadening the applicant pool (site that lists organizations, places to post jobs, and other resources by discipline, gender, and race/ethnicity): http://ucd-advance.ucdavis.edu/post/resources-broaden-candidate-pools

Mentorship & Networking Products

- Appendix Z. MNI Executive Summary. The MNI Executive Summary is a 1-2 page description of the initiative, for internal campus and external dissemination.

- Appendix AA. NCFDD FSP Participant List. The NCFDD FSP Participant List includes the faculty participants in the NCFDD Faculty Success Program in Fall 2014. These participants were co-sponsored by UCOP or UC Davis ADVANCE, and the faculty member's respective UCD department.

- Appendix AB. Launch Committee Program 2014-2015 Participants. This document is a list of all Launch Committee Participants receiving mentoring in AY 2014-2015.

Policy & Practices Review Products

- Appendix AC. PPRI Executive Summary. The PPRI Executive Summary is a 1-2 page description of the initiative, for internal campus and external dissemination.

- Appendix AD. Final draft – Recruitment Recommendations. This document outlines suggested policy changes related to faculty recruitment and has been sent to the Academic Senate for formal consultation.

Center for the Advancement of Multicultural Perspectives on Science (CAMPOS) Products

- Appendix AE. CAMPOS Executive Summary. The CAMPOS Executive Summary is a 1-2 page description of the initiative, for internal campus and external dissemination.

- Appendix AF. CAMPOS Faculty Affiliates Program Application Instructions. The CAMPOS Faculty Affiliates Program Application Instructions includes an overview of the CAMPOS Faculty Affiliates Program and guidelines for applying to the program.

- Appendix AG. CAMPOS Faculty Scholar Award nomination form. This form includes an overview of the CAMPOS Faculty Scholar Program and guidelines for nominating incoming faculty for the award.

- Appendix AH. CAMPOS Faculty Welcome Invitation. This message was sent to invite UC Davis faculty to a welcome reception to honor the first cohort of CAMPOS Faculty Scholars on November 13, 2014.

- Appendix AI. Latino Magazine CAMPOS article. The article, "Promoting Latina Scientists," written by Mary Lou de Leon Siantz, was featured in Latino Magazine and highlighted the ADVANCE program and CAMPOS Initiative efforts aimed at increasing the numbers of STEM faculty women, especially Latinas.

- Appendix AJ. Davis Enterprise CAMPOS article. The article "Latina scientists recognized as CAMPOS scholars," written by Andy Fell, was featured in the Davis Enterprise. The article highlighted the CAMPOS Faculty Scholars and the November 13th Welcome Reception.

- Appendix AK. SACNAS workshop "Securing Your First Faculty Position: Keys to Successful Interviewing" presented at the annual meeting by ADVANCE team members (McDonald, de Leon Siantz, Rodriguez, Calderon de la Barca Sanchez) and Dr. Maggie Werner-Washburne of SACNAS.

- Appendix AL. HACU workshop handout. A one-pager on the workshop, "UC Davis Institutional Transformation: Diversifying the STEM Academy Starting with Latinas", presented by Ray Rodriguez at the HACU 13th Annual Latino Higher Education Leadership Institute.

- Appendix AM. CAMPOS Community Cafecitos. This document gives an overview of the purpose of the CAMPOS Community Cafecito gatherings and lists the events held during the reporting period (July 2014-December 2014).

Social Sciences Research Initiative Products

- Appendix AN. SSRI Executive Summary. The SSRI Executive Summary is a 1-2 page description of the initiative, for internal campus and external dissemination.

- Appendix AO. SSRI Brown Bag Series Invitation. This is the invitation to the brown bag series, presented by the Social Sciences Research Initiative, and includes a detailed analysis of the Initiative's preliminary findings.

Capital Resource Network Products

- Appendix AP. CRN Executive Summary. The CRN Executive Summary is a 1-2 page description of the CRN project, for internal campus and external dissemination.
- Appendix AQ. Capital Resource Network Presentation. A PowerPoint presentation providing an overview of the Capital Resource Network.
- Appendix AR. CRN Handout. The CRN Handout is a 1-2 page description of the CRN project, for broad dissemination and marketing.
- Campus Communications
  - Appendix AS. CRN Advisory Council Invitation. The CRN Advisory Council Invitation is the invitation sent by Chancellor Katehi to potential CRN Advisory Council members.
- Products
  - VP-AA basic informational website: http://academicaffairs.ucdavis.edu/programs/capital_resource_network.html
  - Capitol Resource Network website (in development): http://dev.uptownstudios.net/capitalrn/

UC Davis ADVANCE:
Institutional Transformation to Build and Sustain a Diverse Community of Innovative STEM Scholars
Management Plan Description and Personnel

UC Davis ADVANCE PROGRAM LEADER
Principal Investigator
Chancellor Linda Katehi

STEERING COMMITTEE
Chair:
VP-AA Maureen Stanton (Co-PI), Co-Chair
Raymond Rodriguez (Co-PI)

Faculty Director:
Karen McDonald (Co-PI)

Associate Director:
Linda Bisson

Initiative Directors:
Linda Bisson
Jeannie Darby
JoAnne Engebrecht
Carol Erickson
Mary Lou de Leon Siantz
Susan Rivera
Kim Shauman
Binnie Singh
Adela de la Torre (Co-PI)

EXTERNAL ADVISORY BOARD
Diana Bilimoria
Carlos Castillo-Chavez
Olivia Graeve
Brian Nosek
Refugio Rochin
Abigail Stewart
Caroline S. T. Turner
Ruth Zambrana

EXTERNAL EVALUATOR
Mariko Chang

INTERNAL ADVISORY BOARD
Enrique Lavernia, *COE Dean*
Helene Dillard, *CAES Dean*
James E. K. Hildreth, *CBS Dean*
Alexandra Navrotsky, *MPS Dean*
George R. Mangun, *DSS Dean*
Rahim Reed, *Associate Executive Vice Chancellor*
André Knoesen, *Chair Davis Division Academic Senate*
Sheryl Soucy-Lubell, *Director, Interdisciplinary Research Services*

INTERNAL EVALUATORS
Terry Westover, *Director, Center for Education & Evaluation Services*
Lisa Sullivan, *Evaluation Analyst, Center for Education & Evaluation Services*

MANAGEMENT TEAM
Sophie Barbu, *Program Manager*
Pia Donaldson, *Purchasing & Accounts Payable, COE*
Jonathan Eisen, *Faculty Communications*
Denneal Jamison-McClung, *Program Coordinator*
Manju Kaul, *Budget Analyst, COE*
Luanne Lawrence, *ADVANCE Strategic Communications*
Andrea Quintero, *Post-doctoral Scholar*
Linda Zhao, *Financial Analyst, COE*

Build a STEM Research Community

CAMPOS Initiative
Founding Director:
Mary Lou de Leon Siantz

Members:
Nina Amenta
Yvette Flores
Susan Kauzlarich
Kyaw Tha Paw U
Kent Pinkerton
Ray Rodriguez

Ex Officio:
David Acosta
Denneal Jamison-McClung
Karen McDonald
Maureen Stanton

Empower Career Advancement

Mentorship & Networking Initiative
Co-Directors:
JoAnne Engebrecht
Carol Erickson

Members:
Magali Billen
Chen-Nee Chuah
Gitta Coaker
Raissa D'Souza
Lorena Garcia
Lynne Isbell
Binnie Singh/Matilda Aidam
Jay Stachowicz

Ex Officio:
Denneal Jamison-McClung
Karen McDonald

Establish an Inclusive & Equitable Environment

Policy & Practices Review Initiative
Co-Directors:
Linda Bisson
Jeannie Darby

Members:
Ricardo Castro
Satya Dandekar
Susan Handy
Phil Kass
Becky Parales
Binnie Singh
Monica Vazirani

Ex Officio:
Denneal Jamison-McClung
Karen McDonald
Maureen Stanton

Inclusive Campus Climate Initiative
Co-Directors:
Susan Rivera (Co-I)
Kim Shauman

STEAD Committee:
Steven Athanases
Manuel Calderón de la Barca Sánchez
Tom Famula
Katherine Ferrara
Louise Kellogg
Leticia Saucedo
Mitchell Singer

Ex Officio:
Denneal Jamison-McClung
Karen McDonald

Understand Barriers & Catalysts for Latinas in STEM

Social Sciences Research Initiative
Co-Directors:
Adela de la Torre

Members:
Laura Grindstaff (Co-I)
Yvette Flores (Co-I)
Mary Lou de Leon Siantz (Co-I)

Ex Officio:
Denneal Jamison-McClung
Karen McDonald

Enhance Dual-Career Hiring

Capital Resource Network
Co-Directors:
Binnie Singh
Kim Shauman

Managing Director:
Linda Assadian (start 1/1/2015)

Program Manager:
Loraine Hernandez-Covello (end 12/31/2014)

DESCRIPTION OF THE MANAGEMENT PLAN COMPONENTS

Senior Project Leadership – The Principal Investigator, UC Davis Chancellor Linda Katehi, will provide executive UC Davis ADVANCE leadership and oversight. She will establish programmatic direction and make key decisions in consultation with Vice Provost of Academic Affairs Maureen Stanton (Co-PI) (Chair of the UC Davis ADVANCE Steering Committee). Faculty Director Karen McDonald (Co-PI) and Associate Director Linda Bisson.

Faculty Director McDonald will provide daily project leadership and management. In collaboration with Chancellor Katehi and VP Stanton, and Associate Director Bisson, McDonald will be the main point of contact with the External Advisory Board, the Internal Advisory Committee, all Initiative committees, the Capital Resource Network, Internal and External Evaluators and the NSF ADVANCE Program Officers.

VP Stanton, Faculty Director McDonald, and Associate Director Bisson will meet with PI Katehi regularly (at least monthly), and will communicate with her between meetings via email.

Steering Committee – In addition to Chair VP Stanton, Faculty Director McDonald, and Associate Director Bisson, the co-directors of each of the five Initiatives that comprise our ADVANCE project. The STEM colleges include: the College of Agriculture and Environmental Sciences (CAES), the College of Biological Sciences (CBS), the College of Engineering (COE), and the Division of Math and Physical Sciences (MPS) which is within the College of Letters and Sciences.

The Steering Committee will meet twice each quarter to set action priorities for each of the initiatives, review progress, review formative evaluation reports and other indicators of program effectiveness, coordinate and modify planned activities for maximum impact.

Management Team – The management team manages the daily activities of the project. This team is led by Faculty Director McDonald and the ADVANCE Program Coordinator, who will serve as *ex-officio* members of each of the Initiative committees. Both the Faculty Director and Program Coordinator will report weekly to VP Stanton. To support business operations, the management team also includes a Program Manager, a Budget Analyst, a Purchasing & Accounts Payable Specialist, and a Financial Analyst. Along with the Faculty Director and Program Coordinator, the core business team will be responsible for day-to-day operations, human resources management, internal communications, and coordinating relationships with other academic institutions and ADVANCE programs. To assist the core business team with collaborative projects and communications, both on and off campus, the management team also includes a Post-doctoral Scholar, Faculty Communications expert and ADVANCE Strategic Communications expert, who will be consulted as needed.

Internal Advisory Board (IAB) – The IAB includes a cross-section of UC Davis academic and administrative leaders. It is comprised of the deans of the four STEM colleges, the Faculty Leader from each of the STEM colleges, the Chair of the Davis Division of the Academic Senate, and the Associate Executive Vice Chancellor (who is the Affirmative Action Officer at UC Davis and is responsible for University Community Outreach). This committee is chaired by Distinguished Professor and College of Engineering Dean Enrique Lavernia. IAB members will meet with ADVANCE leadership and management teams in various settings – individually, in STEM departmental meetings, during Council of Deans meetings, and in formal IAB meetings. The role of the IAB is to advise the PI and Steering Committee on optimizing the development, implementation and impact of ADVANCE programmatic activities on campus. IAB members will be asked to support UC Davis ADVANCE during campus-level resource-allocation decisions.

External Advisory Board (EAB) – The EAB includes individuals with national and international prominence, whose expertise includes interdisciplinary STEM research, multi-disciplinary center leadership, institutional change management, experiences with past and on-going ADVANCE Institutional Transformation, and expertise in the study of faculty diversity in higher education and the experience of diverse faculty, especially Hispanics. The EAB also represents a cross-section of the greater California and U.S. populations with respect to gender and cultural identity. The Initiative Co-Directors will interact with EAB members, as needed, based on individual EAB member expertise that may inform the development, implementation and assessment of specific Initiative activities. The management team will communicate with the EAB via email and conference calls, consulting with individual EAB members to assess programmatic goals and identify external resources/potential national collaborations to support the mission of UC Davis ADVANCE.

Initiative Leadership Committees – Five Initiative committees formulate and direct the activities and advance the goals described for the five UC Davis ADVANCE initiatives. Each committee has 1-2 directors and ~3-8 additional faculty participants. The membership of the Initiative committees includes representatives from each of the STEM colleges and committee composition reflects the demographic and career-stage diversity of UC Davis faculty.

Initiative committees typically meet 2-4 times each quarter to develop, implement, and evaluate the programs and activities that advance the initiative objectives, in addition to maintaining ongoing email communications.

The **CAMPOS Initiative** is led by founding director Mary Lou de Leon, Professor of Nursing, Betty Irene Moore School of Nursing and Adjunct Professor of Nursing, University of Pennsylvania; VP Stanton, Faculty Director McDonald and Program Coordinator Jamison-McClung serve as ex officio members of this committee. The **Policy and Practices Review Initiative** committee is co-directed by Linda Bisson, Associate Director of UC Davis ADVANCE, Professor of Viticulture and Enology, and Past Chair of the UC Davis Academic Senate, and Jeannie Darby, Professor of Civil and Environmental Engineering; VP Stanton, Faculty Director McDonald and Program Coordinator Jamison-McClung serve as ex officio members of this committee. The **Inclusive Campus Climate Initiative** is co-directed by Susan Rivera, Professor Psychology, the UC Davis MIND Institute, and Chair of the Academic Senate Committee on Affirmative Action and Diversity, and Kimberlee Shauman, Professor of Sociology; Faculty Director McDonald and Program Coordinator Jamison-McClung serve as ex officio members of this committee. The STEAD Committee is chaired by Susan Rivera. The **Mentorship and Networking Initiative** is co-chaired by JoAnne Engebrecht, Professor of Molecular and Cellular Biology, and Carol Erickson, Distinguished Professor of Molecular and Cellular Biology; Faculty Director McDonald and Program Coordinator Jamison-McClung serve as ex officio members of this committee. The **Social Sciences Research Initiative** is directed by Adela de la Torre (Co-PI), Professor of Chicano Studies and Director of the Center for Transnational Health; Faculty Director McDonald and Program Coordinator Jamison-McClung serve as ex officio members of this committee.

Capital Resource Network (CRN) – The Capital Resource Network is co-directed by Kimberlee Shauman, Professor of Sociology and Binnie Singh, Assistant Vice-Provost Academic Affairs. Linda Assadian is Managing Director of the Capital Resource Network and Loraine Hernandez-Covello is acting Program Manager (through 2014). The Capital Resource Network is funded by an ADVANCE supplemental award and is currently housed in the Vice Provost Academic Affairs Office. The collaborative project will complement the VPAA Partner Opportunity Program (POP) and enhance the dual career hiring capabilities of UC Davis by establishing a regional employment network.

Internal Evaluators – Terry Westover, Director of Education and Evaluation Services at Resourcing Excellence in Education (REEd) (UC Davis School of Education), and Lisa Sullivan, Evaluation Analyst at REEd, are our internal evaluators. The EES-REEd team will be responsible for compiling and analyzing relevant data, and for helping to prepare reports that will be submitted to the NSF. The qualifications and planned activities of the Internal Evaluators are detailed in the UC Davis ADVANCE Evaluation Plan.

External Evaluator – Our external evaluator is Mariko Chang, an independent consultant specializing in Faculty Diversity and Program Evaluation. She currently serves as an evaluation consultant for the Johns Hopkins University Institute for NanoBio Technology, and as external evaluator for programs at Iowa State University, Syracuse University, Purdue University, Montana State University, and the University of New Hampshire. She is also the past Managing Director of Brown University Advance-IT Program, and Associate Professor of Sociology and of Social Studies at Harvard University. The qualifications and planned activities of the External Evaluator are detailed in the UC Davis ADVANCE Evaluation Plan.

MANAGEMENT PLAN MEMBER PROFILES

Member profiles of faculty and key senior personnel are listed below in alphabetical order.

David A. Acosta
Associate Vice Chancellor of Diversity and Inclusion, UC Davis Health System
http://www.ucdmc.ucdavis.edu/leadership/bios/acosta_bio.html
Ex Officio Member: CAMPOS Initiative

David A. Acosta is Associate Vice Chancellor of Diversity and Inclusion at UC Davis Health System. He leads diversity activities across all health-system operations, including the UC Davis School of Medicine, the Betty Irene Moore School of Nursing, UC Davis Medical Center and the physician practice group. He is a recognized leader in creating, managing and directing diversity and inclusion programs. As the inaugural chief diversity officer at the University of Washington School of Medicine, he developed several key programs aimed at increasing the diversity of physicians and access to care for the medically underserved. He established a Rural Health Fellowship Program for Tacoma Family Medicine, an affiliated Family Medicine Residency program at the university's School of Medicine and a National Institutes of Health-funded Center for Cultural Proficiency in Medical Education at Washington, which received a Washington State Association of Multicultural Education award. He also co-authored a diversity strategic plan and founded the Center for Equity, Diversity and Inclusion at UW's School of Medicine. Acosta led innovative educational initiatives there, including a Hispanic Health Pathway certification program for medical students interested in working with Hispanic communities and several health-care disparities courses. He earned his medical degree from the University of California, Irvine, College of Medicine and completed his residency training at Community Hospital of Sonoma County and a faculty development fellowship in the Department of Family Medicine at the University of Washington. He is a member of the American Academy of Family Physicians, the National Hispanic Medical Association, the National Alliance for Hispanic Health and the National Association for Rural Medical Educators, among others. He serves on several committees at the Association of American Medical Colleges (AAMC), including one focused on the holistic review of medical school applicants and the AAMC Group on Diversity and Inclusion, where he serves as national chair.

Matilda Aidam
Director of Faculty Relations and Development, UC Davis
https://academicaffairs.ucdavis.edu/people/staff.html
Committee Member: Mentorship & Networking Initiative

Matilda Aidam serves as the Director of Faculty Relations and Development. She holds a Bachelor's degree in Psychology from UCLA and has more than 15 years of training and mediation experience. A longtime civil servant, Matilda has held positions as a Training Officer, Equal Employment Opportunity Investigator, Civil Rights Officer as well as several management positions. She holds the Senior Professional in Human Resources (SPHR) designation from the Human Resources Certification Institute. Matilda's additional training includes advanced mediation at the Straus Institute for Dispute Resolution at Pepperdine University. Immediately prior to her current appointment, Matilda served as the Director of UC Davis Mediation Services. She provides training and facilitation in the areas of: communication strategies, conflict management, Myers-Briggs Type Indicator, strategic planning and leadership development among others.

Nina Amenta
Professor & Vice Chair of Computer Science
http://www.cs.ucdavis.edu/~amenta
Committee Member: CAMPOS Initiative

Nina Amenta is a Professor and Vice Chair of Computer Science at UC Davis and is Director of the Institute for Data Analysis and Visualization at UC Davis. She works in computational geometry, using discrete geometry to develop algorithms for problems in areas like computer graphics and simulation. Her recent research has focused on the construction of good models of 3D objects from clouds of points, improvements in the construction of basic geometric structures, and visualization for computational biology. In addition to numerous research grants, she is the recipient of an Alfred P. Sloan Foundation Research Fellowship (2000) and an NSF CAREER award (2001). Dr. Amenta holds a Ph.D. from UC Berkeley (1993).

Linda Assadian
https://academicaffairs.ucdavis.edu/people/staff.html
Managing Director: Capital Resource Network

> Linda Assadian has served as the director of the Capital Resource Network since September 2014 and recently relocated back to the United States after 17 years of living abroad. Most recently, Assadian lived in the United Kingdom where she worked at the Shakespeare Birthplace Trust as a Trade Marketing Officer. Assadian began her career at Pacific Gas and Electric Company and served in several roles including Marketing and Business Account Services Supervisor, regional government liaison and was a marketing trainer at the corporate employee training center. Assadian earned an MBA from CSUS and she is also a Registered Nurse with the State of California. While in the UK, she served as a Trustee of the Stratford-upon-Avon Food Bank.

Steven Athanases
Professor of Education
http://education.ucdavis.edu/faculty-profile/steven-athanases
STEAD Committee Member: Inclusive Campus Climate Initiative

> Steven Athanases, professor of education, researches issues of cultural and linguistic diversity and educational equity in teaching, adolescent learning, and teacher education, with a focus on literacy and English language arts. As a high school English teacher in the Chicago area, he received several awards for outstanding teaching of English, with a focus on writing, and drew on his disciplinary roots in Performance Studies and Communications to stage annual performance showcases of original student compositions. Though he misses teaching adolescents, he enjoys teaching all levels at the university, as well. While completing his doctorate at Stanford, he worked in the Oakland Unified School District as a Coordinator of Public Programs in English with ACCESS, a partnership between Oakland Unified and UC-Berkeley designed to better prepare underrepresented youth of color for admission to the University of California. He continued to partner with teachers in Oakland, funded by a two-year postdoctoral fellowship. With support from a Mellon Foundation grant, he served for several years as Project Director of the Evaluating Communities of Learners Project at Stanford (Ed Haertel, PI), in collaboration with Vanderbilt University faculty and researchers and middle school teachers in Nashville Metro Schools. He joined the UC Davis faculty in 1999. His research has been honored with fellowships and awards of excellence from the National Academy of Education, the Spencer Foundation, the National Council of Teachers of English, the Association of Teacher Educators, the McDonnell Foundation Program in Cognitive Studies for Educational Practice, and the Davis Humanities Institute. His recent funded research has explored two areas: (a) the potential for classroom-based teacher inquiry to strengthen prospective teachers' knowledge and practice for teaching culturally and linguistically diverse learners (funded, in part, by the Spencer Foundation); and (b) promising practices in preparing lower-income, urban Latina/o students for admission to and success in college (funded by the William T. Grant Foundation, in partnership with UCSC). He serves on the editorial board of the Educational Researcher and was recognized by the American Educational Research Association in 2012 and 2013 as an Outstanding Reviewer of journal manuscripts.

Diana Bilimoria
Professor of Organizational Behavior, Case Western Reserve University
http://faculty.weatherhead.case.edu/bilimoria
Board Member: External Advisory Board

> Diana Bilimoria is the KeyBank Professor and Professor of Organizational Behavior at the Weatherhead School of Management, Case Western Reserve University. Dr. Bilimoria is the current Division Chair of the Gender and Diversity in Organizations Division of the Academy of Management. She has served as the editor of the Journal of Management Education. Dr. Bilimoria's research focuses on gender diversity in governance and leadership, and organizational transformation. Her research has been used to facilitate the institutional transformation of research universities to become more inclusive of the success and contributions of women faculty. Other applications include the improvement of corporate and nonprofit organizational practices of selection, performance evaluation, advancement, and leadership development to attract and retain a diverse workforce. She has been internationally recognized for her leadership, research and service. At Case Western Reserve University she received the Flora Stone Mather Center for Women's Spotlight Series Prize for Women's Scholarship (2007), and the Weatherhead School of Management's Doctoral Teaching Excellence Award (2002). She holds a doctorate in business administration o from the University of Michigan (1990).

Magali Billen
Associate Professor of Geophysics
http://geology.ucdavis.edu/people/faculty/billen.php
Committee Member: Mentorship & Networking Initiative

Magali Billen is an Associate Professor of Geophysics at UC Davis. Her research uses powerful computers to research what is happening deep within Earth, in the viscous mantle that lies under the thin crust of rocky plates that form the planet's outer surface. In particular, her geophysical research efforts focus on subduction zone dynamics, deformation and rheology of the lithosphere and upper mantle, effects of water and melt on viscosity and plate tectonics. Recent projects include finite element models of subduction zones and lithospheric deformation of continents in oblique convergent margins. Dr. Billen is the recipient of an NSF CAREER award (2007) and was recently a UC Davis Chancellor's Fellow (2010-2011). She has actively worked to support and connect new UC Davis faculty through a New Faculty Network project and email list. Dr. Billen received a doctorate from the California Institute of Technology.

Linda Bisson
Professor of Viticulture and Enology
Former UC Davis Academic Senate Chair
http://lfbisson.ucdavis.edu
Associate Faculty Director and Co-Director: Policy & Practices Review Initiative

Linda Bisson holds the Maynard A. Amerine Endowed Chair in Viticulture and Enology at UC Davis. She also served as Chair of the UC Davis Academic Senate. Her research investigates the utilization of carbon and energy sources in yeast, with a specific focus on how eukaryotic cells detect energy sources in their environment and prioritize use when presented with a mixture of substrates. Her research is important from a very fundamental perspective, in adding to knowledge of the mechanisms of regulation of metabolism, but also has broad application in both enology and medicine. Dr. Bisson is a member of the advisory boards of the American Viticulture and Enology Research Network and has just accepted the position of Science Editor for the American Journal of Enology and Viticulture. She is lead principal investigator on the multidisciplinary multi-principal investigator program in stuck fermentations funded by the American Vineyard Foundation. Dr. Bisson received her Ph.D. in 1980 from UC Berkeley.

Manuel Calderón de la Barca Sánchez
Associate Professor of Physics
http://nuclear.ucdavis.edu/~calderon
STEAD Committee Member: Inclusive Campus Climate Initiative

Manuel Calderón de la Barca Sánchez is a Professor of Physics at UC Davis. Dr. Calderón de la Barca Sánchez's research in nuclear physics focuses on heavy quark production. His research group is involved in quarkonium measurements from particle collisions. One focus of this research is the new material state called the Quark-Gluon Plasma, a state produced by the collision of nuclei at the highest possible energies in order to make matter that is hotter than the sun for an instant and one that produces a new state of matter in which the protons and neutrons have melted into their more elementary constituents – quarks and gluons. Dr. Calderón de la Barca Sánchez' research is supported by numerous grants from NSF, and he is the recipient of an NSF CAREER award (2007). He was also a nominee from the UC Davis Association of Students for Excellence in Education (2012). He holds a Ph.D. from Yale University (2001).

Carlos Castillo-Chavez
Professor of Mathematical Biology, Arizona State University
http://mtbi.asu.edu/People_Personal_Pages/Carlos-Castillo-Chavez.html
Board Member: External Advisory Board

Carlos Castillo-Chavez is a University Regents and Joaquin Bustoz Jr. Professor of Mathematical Biology at Arizona State University. Dr. Castillo-Chavez's research program is carried out at the interface of the natural and social sciences. Throughout his extensive research career Dr. Castillo-Chaves has examined the role of dynamic social landscapes on disease evolution and the role of dispersal and disease as enhancing mechanisms of ecological diversity. This research agenda has included a great number of topics including the role of cross-immunity on the evolution and dynamics of influenza, problems at the interface of homeland security and disease invasions (natural or deliberate), models for the spread of social "diseases" like alcoholism and of extreme ideologies and their impact on cultural norms. He has been appointed to the Santa Fe Institute's external faculty (Santa Fe, New Mexico) and as adjunct professor in the BSCB department at Cornell University. Founding director of the Mathematical, Computational and Modeling Sciences Center and the graduate field in applied mathematics in the life and social sciences or AMLSS at ASU. Dr. Castillo-Chavez is also the Executive Director of the Mathematical and Theoretical Biology Institute (MTBI) and The Institute for Strengthening the Understanding of Mathematics and Science (SUMS). Castillo-Chavez' undergraduate/graduate research program (established in 1996) was recognized as a "Mathematics Program that Makes a Difference" by the American Mathematical Society in 2007 and by the 2011 Presidential Award for Excellence in Science, Mathematics, and Engineering Mentoring. SUMS' efforts were recognized with a Presidential Mentorship Award in 2002. He received a Ph.D. from the University of Wisconsin (1984).

Ricardo Castro
Associate Professor of Chemical Engineering & Material Science and Chancellor's Fellow
http://www.chms.ucdavis.edu/research/web/castro
Committee Member: Policy & Practices Review Initiative

Ricardo Castro is an Associate Professor of Chemical Engineering & Material Science and a faculty affiliate of the Peter A. Rock Thermochemistry Laboratory and the Nanomaterials in the Environment, Agriculture, and Technology (NEAT) Research Center. This NEAT center is a multidisciplinary research and education program which links the fundamental physics, chemistry, and engineering of small particles and nanomaterials to several challenging areas of investigation. He coordinates research in the thermochemistry of nanoparticles controlling the nanoscale via interface energetics using specially designed procedures, and in the development of nanotech applications. Dr. Castro was recently awarded an NSF Career Award and the Department of Energy Early Career Award (2011). Castro also received the Young Faculty Award from the Society of Hispanic Professional Engineers and the 2012 Outstanding Junior Faculty Award from the College of Engineering at UC Davis. Castro has active projects with Brazil and collaborations with other U.S. institutions and Chinese universities. He received his Ph.D. in 2005 from the University of São Paulo.

Chen-Nee Chuah
Professor of Electrical & Computer Engineering and Chancellor's Fellow
http://www.ece.ucdavis.edu/rubinet/people/chuah/bio.html
Committee Member: Mentorship & Networking Initiative

Chen-Nee Chuah is a Professor of Electrical and Computer Engineering at UC Davis. Dr. Chuah received her Ph.D. in Electrical Engineering and Computer Sciences from U. C. Berkeley in 2001. From 2001 to 2002, she was a visiting researcher of the IP-Group at Sprint Advanced Technology Laboratories in Burlingame, CA. She joined UC Davis as a full-time Assistant Professor in July 2002, and currently leads the Robust and Ubiquitous Networking (RUBINET) Research Group. Dr. Chuah's research interests lie broadly in communications and computer networks, distributed systems, and wireless/mobile computing, with emphasis on Internet measurements and analysis, anomaly detection, architecture of the future Internet, routing, traffic engineering, multimedia and emerging applications, and vehicular ad hoc networks. Dr. Chuah is an Association for Computing Machinery Distinguished Scientist, received the National Science Foundation CAREER Award (2003), and she received the Outstanding Junior Faculty Award from the College of Engineering at UC Davis in 2004. In 2008, Dr. Chuah was named a UC Davis Chancellor's Fellow. She currently serves as the Associate Editor of IEEE/ACM Transactions on Networking.

Gitta Coaker
Associate Professor of Plant Pathology and Chancellor's Fellow
http://ucanr.edu/sites/plp/faculty/Coaker_Gitta_L/
Committee Member: Mentorship & Networking Initiative

Gitta Coaker is an Associate Professor of Plant Pathology at University of California, Davis. Her research focuses on the molecular genetics of plant innate immunity. Dr. Coaker uses a combination of molecular biology, genetics, biochemistry and high-throughput proteomics to elucidate the signaling mechanisms associated with plant disease resistance following pathogen perception. She uses the Arabidopsis-Pseudomonas syringae model system to (1) investigate the host targets and activation mechanisms of bacterial effectors and (2) decipher the early signaling events that occur during plant resistance gene activation. She received her Ph.D. from Ohio State University 2003 Genetics and Plant Pathology.

Satya Dandekar
Chair of Medical Microbiology & Immunology
Professor of Microbiology
http://www.ucdmc.ucdavis.edu/medmicro/staff/dandekar.html
Committee Member: Policy & Practices Review Initiative

Satya Dandekar is a professor of Microbiology and the chairperson of the Department of Medical Microbiology and Immunology at UC Davis and has a joint appointment in the Department of Internal Medicine, Division of Infectious Diseases, UC Davis School of Medicine. Dr. Dandekar's research program is focused on the molecular pathogenesis of human immunodeficiency virus and simian immunodeficiency virus infections with special emphasis on gastrointestinal mucosal lymphoid tissue as a major target organ of the viral infection and as a viral reservoir. This has led to a recent appointment to the NIH Director's Council of Public Representatives and is also recognized in her frequent contributions as a reviewer of many journals in her field of research such as the Journal of Virology, Blood, Journal of Experimental Medicine, American Journal of Pathology, AIDS Research and Human Retroviruses, AIDS etc. Dr. Dandekar maintains memberships in several societies and associations, is a well-known lecturer both nationally and internationally, and has been an invited speaker at a number of recognized academic institutions. She received her Ph.D. in 1979 from the University of Baroda, India.

Jeannie Darby
Professor of Civil and Environmental Engineering
http://faculty.engineering.ucdavis.edu/darby/
Co-Director: Policy & Practices Review Initiative

Jeanne Darby is nationally recognized for innovations in engineering education and her research on UV disinfection has been seminal with regard to the critical factors controlling the disinfection process. Darby was awarded the first UC Davis College of Engineering Outstanding Teaching Award and the National Society of Professional Engineers Engineering Education Excellence Award. She was also a founding member of the Center for Women in Engineering at UC Davis and has been instrumental in revising the environmental engineering curriculum. Soon after receiving her Ph.D. in 1988 from UT Austin, she joined the faculty in the Department of Civil & Environmental Engineering at UC Davis where she teaches a variety of courses related to water treatment. She held the Gerald T. and Lillian P. Orlob Professorship in Water Resources Engineering from 2005 to 2010 and was Department Chair from 2004 to 2009.

Helene Dillard
Dean, College of Agricultural & Environmental Sciences
http://www.caes.ucdavis.edu/about/directory/fsd/helvis
Board Member: Internal Advisory Board

Helene R. Dillard is Dean of the College of Agricultural and Environmental Sciences. Prior to her appointment at UC Davis, Dr. Dillard was on the faculty at Cornell University since 1984 as a plant pathology professor, carrying a 50 percent research and 50 percent extension assignment. Her research focused on the biology, ecology, and management of fungal pathogens that cause diseases in vegetable crops. Her interests include sustainable disease management strategies, integrated pest management, epidemiology and host/pathogen/environment interactions. Dr. Dillard served as chair of the Department of Plant Pathology in Geneva, N.Y. (1997–2001), associate director of Cornell Cooperative Extension (2001–2002), and director of Cornell Cooperative Extension (2002–January 2014). She also served simultaneously as associate dean in two colleges, the College of Agriculture and Life Sciences (CALS) and the College of Human Ecology (2002–January 2014). Dr. Dillard was recognized for her contributions in plant pathology by the American Phytopathological Society (APS), receiving the Excellence in Extension Award in 1992 and being named an APS fellow in 2006. She received the New York Farmers Medal and the Outstanding Faculty Award from CALS in 2013. She completed her B.S. degree in biology of natural resources at UC Berkeley, an M.S. degree in soil science at UC Davis, and a Ph.D. degree in plant pathology at UC Davis.

Raissa D'Souza
Professor Computer Science and Mechanical and Aerospace Engineering
External Professor, Santa Fe Institute
http://mae.ucdavis.edu/dsouza/
Committee Member: Mentorship & Networking Initiative

Raissa D'Souza is a Professor of Mechanical Engineering and of Computer Science at the University of California at Davis, as well as an External Professor at the Santa Fe Institute and Managing Editor of the journal Internet Mathematics. Dr. D'Souza's research focuses on mathematical models of self-organization, phase transitions and the structure and function of networked systems. Her publications span the fields of statistical physics, theoretical computer science and applied math. Dr. D'Souza's current interest is developing methods to enhance or delay the onset of phase transitions in random graphs as well as using random graphs to model statistical properties of interacting networks, such as congruence between social networks and technical artifacts in Open Source Software, the interplay of genetic-regulatory and protein-interaction networks in biological systems, and diffusion of ideas and viruses through distinct communities. Dr. D'Souza received a doctorate in Statistical Physics from MIT in 1999, was a Postdoc at Bell Labs and then a Postdoc in the Theory Group at Microsoft Research.

Jonathan Eisen
Professor of Microbiology & Immunology
Professor of Evolution & Ecology
http://phylogenomics.wordpress.com
Communications: UC Davis ADVANCE

Jonathan Eisen's lab is in the UC Davis Genome Center and he holds faculty appointments in the Department of Medical Microbiology and Immunology in the School of Medicine, and the Department of Evolution and Ecology in the College of Biological Sciences. In addition, he holds an Adjunct appointment at the Department of Energy Joint Genome Institute in Walnut Creek, CA. Dr. Eisen's research focuses on the mechanisms underlying the origin of novelty (how new processes and functions originate). Most of his work involves the use of high-throughput DNA sequencing methods to characterize microbes and then the use and development of computational methods to analyze this type of data. In particular, his computational work has focused on integrating evolutionary analysis with genome analysis—so-called phylogenomics. Dr. Eisen has been awarded numerous grants and accolades, including the Benjamin Franklin Award (2011) for his efforts to provide open-access to the materials and methods used in the life sciences. He holds a Ph.D. from Stanford (1998).

JoAnne Engebrecht
Professor of Molecular and Cellular Biology
http://biosci3.ucdavis.edu/FacultyAndResearch/FacultyProfile.aspx?FacultyID=198
Co-Director: Mentorship & Networking Initiative

JoAnne Engebrecht is a Professor of Molecular and Cellular Biology at UC Davis. Dr. Engebrecht studies meiosis and checkpoint function in the C. elegans germ line. She is investigating several aspects of germ line biology using the nematode, Caenorhabditis elegans, as a model. The C. elegans germ line is particularly amenable to these studies due to its unique structural organization, the molecular genetics of the system, and the high degree of conservation with genes and pathways in humans. Dr. Engebrecht specifically investigates how checkpoint pathways are differentially regulated in the female and male germ line; how unpaired sex chromosomes of the heterogametic sex repair double strand breaks and are hidden from the checkpoint machinery; and how different checkpoint pathways interact to ensure the faithful transmission of the genome. She holds a doctorate from the Scripps Institution of Oceanography in Marine Biology (1986).

Carol Erickson
Distinguished Professor of Molecular and Cellular Biology
http://biosci3.ucdavis.edu/FacultyAndResearch/FacultyProfile.aspx?FacultyID=239
Co-Director: Mentorship & Networking Initiative

Carol Erickson is a Distinguished Professor of Molecular and Cellular Biology. Her research focuses on the development of the avian trunk neural crest. She is particularly interested in the mechanisms that segregate the neural crest lineage from the neural epithelium, the mechanisms that guide specific neural crest lineages along different migratory pathways, and the control of neural crest cell differentiation. She received her Ph.D. in Cell Biology from Yale University in 1976. She is member of the Society for Developmental Biology, Society for Cell Biology, and American Society for the Advancement of Science.

Tom Famula
Professor of Animal Science
http://animalscience.ucdavis.edu/faculty/famula/
STEAD Committee Member: Inclusive Campus Climate initiative

Tom Famula is Professor of Animal Science at UC Davis. Dr. Famula's research focuses on the statistical aspects of genetics and animal improvement. Most recently this has concentrated on the inheritance of disease in dogs, a topic that has focused on epilepsy in Belgian Tervuren, deafness in Dalmatians, and Addison's disease in Bearded Collies. The intent is to discover the specific genes that influence the expression of disease. Dr. Famula is renowned for his research and teaching. He received a distinguished teaching award from UC Davis (1999) and was recently listed in the Princeton Review's "300 Best Professors List," one of only 10 University of California professors on the list. His course, Animal Science 1, is one of the best-reviewed and most popular lower-division courses offered at UC Davis. Dr. Famula received a doctorate from Cornell University (1981).

Katherine W. Ferrara
Professor of Biomedical Engineering and National Academy of Engineering
http://www.bme.ucdavis.edu/people/departmental-faculty/profiles2/katherine-w-ferrara/
STEAD Committee Member: Inclusive Campus Climate Initiative

Katherine Ferrara is a Professor of Biomedical Engineering at UC Davis. Dr. Ferrara began her career as a project engineer for General Electric Medical Systems, involved in the development of early magnetic resonance imaging and ultrasound systems. Following an appointment as an Associate Professor in the Department of Biomedical Engineering at the University of Virginia, Charlottesville, Dr. Ferrara served as the founding chair of the Department of Biomedical Engineering at UC Davis. The central focus of her research is image-guided drug delivery, combining nanovehicles, imaging techniques, and methods to enhance delivery. By encapsulating cancer therapeutics in particles designed to be stable in circulation and targetable to diseased tissue, her research seeks to minimize systemic toxicity and maximize drug efficacy in cancer treatment. She is a fellow of the Institute of Electrical and Electronics Engineers (IEEE), American Association for the Advancement of Science, the Biomedical Engineering Society, the Acoustical Society of America and the American Institute of Medical and Biological Engineering. She received the IEEE UFFC Achievement Award in 2012, and was elected to the National Academy of Engineering in 2014. Dr. Ferrara received her Ph.D. in 1989 from the University of California, Davis.

Yvette Flores
Professor of Chicana/o Studies
http://chi.ucdavis.edu/faculty/yvette-g-flores
Committee Member: CAMPOS Initiative, Social Sciences Research Initiative
Co-Investigator: Social Sciences Research Initiative

Yvette Flores is a Professor of Chicana/o Studies at University of California, Davis and Co-Investigator of Ninos Sanos/Familia Sana, a USDA-funded study focused on reducing overweight and obesity among Mexican origin children. Dr. Flores holds a Master's Degree in Community-Clinical Psychology from California State University, Long Beach and a doctoral degree in Clinical Psychology from UC Berkeley (1982).She has worked as a research psychologist, university professor, and licensed psychologist for almost three decades. She has done research in health psychology, in particular substance abuse treatment outcomes and intimate partner violence. Her current research examines intimate partner violence among Mexicans on both sides of the border. Her publications reflect her life's work of bridging clinical psychology and Chicano/Latino studies, as she foregrounds gender, ethnicity and sexualities in her clinical, teaching and research practices.

Lorena Garcia
Associate Professor of Public Health Sciences
http://phs.ucdavis.edu/faculty_detail.php?id=532
Committee Member: Mentorship & Networking Initiative

Lorena Garcia is an Associate Professor of Public Health Sciences. Her research focuses on health disparities, in particular obesity and diabetes (metabolic and nutritional disorders), intimate partner violence (injuries), immigrant health and acculturation in the Latino community. A public health epidemiologist, Lorena Garcia is an expert in disease and health patterns in Latinas. She studies how diabetes, obesity and cancer have become some of the worst diseases affecting Latinas in the United States. Garcia has also researched domestic violence among Latinos, working with the Southern California Injury Prevention Research Center. Garcia has found that domestic violence for Latina women worsens when they immigrate to the United States. Recently, UC Davis was awarded a National Institute on Aging (NIA) grant to fund a Latino Aging Research Resource Center and Dr. Garcia is affiliated with this new effort. Dr. Garcia received her doctorate in public health from the Department of Epidemiology at UCLA.

Olivia Graeve
Associate Professor of Mechanical & Aerospace Engineering, University of California, San Diego
http://graeve.ucsd.edu
Board Member: External Advisory Board

Dr. Graeve, Professor of Mechanical & Aerospace Engineering at UC San Diego, researches the fundamental principles of materials processing with specific engineering needs with special emphasis on electromagnetic multifunctional materials for sensors and energy applications. Specific areas of concentration are fundamental studies of colloidal systems for the preparation of ceramic and metallic nanoparticles of unique morphologies; the effect of crystallite size and particle size on the sintering behavior of nanopowders and amorphous-metal / nanocrystalline-ceramic composites; luminescence responses of doped oxide ceramics; morphological effects on the behavior of metal-based nanofluids for thermal energy dissipation; and processing of hexaboride and carbide materials for electro-optics (neutron detection), hydrogen storage, and high-temperature sensor applications. Dr. Graeve has received numerous grants for her work, as well as awards including the Jaime Oaxaca Award, Society of Hispanic Professional Engineers (2011), Karl Schwartzwalder Professional Achievement in Ceramic Engineering (PACE) Award, American Ceramic Society (2010), and an NSF CAREER Award (2007). Dr. Graeve is also the PI on an NSF-funded project, "Enabling Participation of Hispanic Students in SHPE 2011 Graduate Activities." Dr. Graeve received a Ph.D. from UC Davis in Material Science and Engineering (2001).

Laura Grindstaff
Professor of Sociology
http://sociology.ucdavis.edu/people/laura-grindstaff
Committee Member, Co-Investigator: Social Sciences Research Initiative

Laura Grindstaff is a Professor of Sociology and Director of the Consortium for Women and Research at the University of California, Davis, and a Co-Investigator on the NSF ADVANCE-IT grant. As Consortium director, Dr. Grindstaff is charged with creating professional development opportunities for women faculty and graduate students across the various colleges of the university and with promoting research efforts focused on issues of gender and gender inequality. Grindstaff teaches in the areas of popular culture, cultural sociology, gender and society, and ethnographic research methods. Her research agenda focuses broadly on American media and popular culture and their role in shaping gender, race, and class relations.

Susan Handy
Professor of Environmental Science and Policy
http://www.des.ucdavis.edu/faculty/handy
Committee Member: Policy & Practices Review Initiative

Susan Handy is a professor of Environmental Policy and Planning and a faculty affiliate of the Transportation Technology and Policy Program at UC Davis. Dr. Handy is also the director of the Sustainable Transportation Center, part of the federal university transportation centers program. Dr. Handy's research focuses on the relationship between transportation and land use, particularly the impact of land use on travel behavior, and on strategies for reducing automobile dependence. Her recent work includes a series of studies on bicycling in Davis, including an exploration of the formation of attitudes towards bicycling and a study of factors affecting bicycling to high school, in addition to projects for the California Air Resources Board and Caltrans on the impacts of "smart growth" strategies on vehicle travel. Dr. Handy serves on the Committee on Women's Transportation Issues and the Committee on Transportation Education of the Transportation Research Board. Dr. Handy received her doctorate from UC Berkeley (1992).

James E. K. Hildreth
Dean of College of Biological Sciences
Professor Molecular and Cellular Biology & Internal Medicine
http://biosci.ucdavis.edu/the_college/meet_the_dean.htm
Board Member: Internal Advisory Board

James Hildreth is Dean of the College of Biological Sciences and Professor Molecular and Cellular Biology and Internal Medicine at UC Davis. Dr. Hildreth earned his bachelor degree from Harvard University in 1979, his doctorate from Oxford University in immunology in 1982 as a Rhodes Scholar, and his medical degree from Johns Hopkins University School of Medicine in 1987. He is a member of the Institute of Medicine, part of the National Academy of Sciences. Before coming to UC Davis he was an immunologist and professor, and Director the Center for AIDS Health Disparities Research at Meharry Medical College in Tennessee. Prior to that Dr. Hildreth was a tenured professor and Associate Dean at Johns Hopkins School of Medicine. Hildreth's area of expertise is how HIV enters cells and causes infection. In 2001, while serving as chief of the Division of Research for the National Institute of Health's National Center on Minority Health and Health Disparities, Hildreth and his research team made important discoveries related to HIV transmission. At the College of Biological Sciences, Hildreth serve as dean to 125 faculty, 5,312 undergraduates enrolled in 10 majors, 455 graduate students enrolled in eight graduate groups and 397 full-time equivalent staff. He manages an annual budget of nearly $90 million, including nearly $60 million for research.

Lynne A. Isbell
Professor of Anthropology
http://anthropology.ucdavis.edu/people/laisbell
Committee Member: Mentorship & Networking Initiative

Lynne A. Isbell is a Professor of Anthropology at UC Davis. Her research focus is largely focused on primate behavior and ecology, especially food (competition, spatial and temporal distribution, abundance, and nutrition), predation, dispersal, and ranging behavior; Primate evolution, especially where, how, and why primates originated. As a committee member of the UC Davis ADVANCE Mentorship and Networking Initiative, Dr. Isbell is interested in implicit bias in academia. Dr. Isbell is field-oriented, and has engaged in multi-year fieldwork in Uganda and Kenya, with briefer forays into Madagascar, Tanzania, Rwanda, and the Democratic Republic of the Congo. Recently, she has also published research on the gender bias at the annual American Association of Physical Anthropologist annual meetings, as demonstrated by the relative number of talks and posters presented. Dr. Isbell received a Ph.D. in Animal Behavior from UC Davis. She serves as member of the Animal Behavior Society, American Association of Physical Anthropologists, International Primatological Society, American Society of Primatologists, Sigma Xi. Authored book: Isbell, L.A. 2009 (paperback edition, 2011). The Fruit, the Tree, and the Serpent: Why We See So Well. Harvard University Press, Cambridge, MA.

Denneal Jamison-McClung
Director, Institute for Food & Agricultural Literacy at the UC Davis World Food Center
Associate Director of UC Davis Biotechnology Program
www.linkedin.com/in/dsjamisonmcclung
Ex Officio Member: CAMPOS Initiative, Mentorship & Networking Initiative, Policy & Practices Review Initiative, Inclusive Campus Climate Initiative, Social Sciences Research Initiative

Dr. Jamison-McClung is Director of the Institute for Food & Agricultural Literacy at the UC Davis World Food Center and Associate Director of the UC Davis Biotechnology Program, where she is involved in academic program development and administration for the Designated Emphasis in Biotechnology (DEB) doctoral degree program. Dr. Jamison-McClung provides professional development opportunities and mentoring for DEB graduate students , is an instructor for the UC Davis undergraduate University Honors Program (UHP) and serves as the Director of the BioTech SYSTEM, a regional consortium promoting K-14 STEM education. Her primary goal as a science educator is to help diverse audiences (students, teachers, policy makers, consumers) access fact-based resources in order to understand and evaluate emerging technologies across the life sciences and engineering. Dr. Jamison-McClung earned her PhD in Genetics with a Designated Emphasis in Biotechnology and her BS in Biological Sciences with a minor in Women's Studies from UC Davis.

Phil Kass
Associate Vice Provost for Faculty Equity and Inclusion, Professor of Analytic Epidemiology
http://www.vetmed.ucdavis.edu/faculty/results.cfm?fid=14646
Committee Member: Policy & Practices Review Initiative

Phil Kass is Associate Vice Provost for Faculty Equity and Inclusion and Professor of Analytic Epidemiology at UC Davis. His main area of interest is statistical analysis of faculty personnel data to establish evidence-based policy promoting diversity, equity, and inclusion. His research focus is on companion animal epidemiology and evidence-based medicine. Dr. Kass serves as member of the American Association of Public Health Veterinarians, American Veterinary Medical Association, California Veterinary Medical Association, and Society for Epidemiologic Research. He also serves on the following Journal Editorial Review Boards: Animals, BMC Veterinary Research, Journal of the American Animal Hospital Association, PeerJ, Preventive Veterinary Medicine, Veterinary Clinical Pathology, and Veterinary Medicine International. Dr. Kass was awarded the Faculty Teaching Award, School of Veterinary Medicine, 2009; Who's Who in America, 2014. He has the following notable book chapter publications: "Modern Epidemiologic Study Designs", 2014, published in Handbook of Epidemiology, 2nd Edition and Springer Publishing, Berlin; "Case-control Studies", 2014, published in Migration and Health: A Research Methods Handbook, University of California Press, Berkeley. Dr. Kass is author/co-author of approximately 400 peer-reviewed scientific publications.

Linda P. B. Katehi, Principle Investigator
Chancellor, Professor of Electrical and Computer Engineering and Gender Studies
http://chancellor.ucdavis.edu/index.html

> Linda Katehi came to UC Davis as our sixth chancellor in 2000. She holds faculty appointments in electrical and computer engineering and in women and gender studies. She is a member of the National Academy of Engineering, a fellow of the American Association for the Advancement of Science and the American Academy of Arts and Sciences, and a member of many other national boards and committees. Prior to coming to UC Davis, Chancellor Katehi served as provost and vice chancellor for academic affairs at the University of Illinois at Urbana-Champaign; the John A. Edwardson Dean of Engineering and professor of electrical and computer engineering at Purdue University; and associate dean for academic affairs and graduate education in the College of Engineering and professor of electrical engineering and computer science at the University of Michigan. In addition, her work in electronic circuit design has led to numerous national and international awards, 19 U.S. patents, and authorship of 10 book chapters and about 650 refereed publications in journals and symposia proceedings.

Susan Kauzlarich
Professor of Chemistry
http://chemgroups.ucdavis.edu/~kauzlarich
Committee Member: CAMPOS Initiative

> Susan Kauzlarich is focuses on finding new materials with novel structures and properties. She has worked in the area of nanomaterials since 1992, starting with porous Si, the synthesis of group IV nanoparticles, and most recently, magnetic nanoparticles. Her research group maintains a balance of exploratory and directed research projects, spanning both novel structures and nanomaterials. She focuses on problems at the interface of chemistry and physics, biochemistry, and or engineering with a focus on the design and synthesis of new materials and compounds. Dr. Kauzlarich has received numerous awards including most a UC Davis Distinguished Graduate Mentoring Award (2005) and Presidential Award for Excellence in Science, Mathematics, and Engineering Mentoring (2008). She is a Fellow of the American Association for the Advancement of Science (2009) and Iota Sigma Pi, National Honorary Member (2011) and IUPAC Distinguished Women in Chemistry/Chemical Engineering inductee (2011). Dr. Kauzlarich received her Ph.D. from Michigan State University (1995).

Louise Kellogg
Professor of Geology
http://mygeologypage.ucdavis.edu/kellogg
STEAD Committee Member: Inclusive Campus Climate Initiative

> Louise Kellogg is Professor of Geology and Director of the KeckCAVES at UC Davis. KeckCAVES is a unique visualization collaboration that is developing software to interact with three-dimensional data in real-time – moving, rotating, coloring, and manipulating datasets with an ease and speed unobtainable even in other 3D CAVE environments. Dr. Kellogg's research focuses on how the flow in the Earth's mantle that drives plate tectonics, and observing and interpreting deformations in the Earth's crust. Within these broad categories are a variety of projects including mantle convection, earthquake physics and crustal deformation, and visualization of geoscience data in an immersive environment. She has received an NSF Presidential Faculty Fellow Award (1992), is a Fellow of the American Geophysical Union (2010), received the Chancellor's Award for Diversity and Community (2005), and was co-holder of the UC Presidential Chair for Undergraduate Education (2006-2009). Dr. Kellogg holds a doctorate from Cornell University (1988).

André Knoesen
Professor of Electrical and Computer Engineering
Chair Davis Division Academic Senate
http://www.ece.ucdavis.edu/~knoesen/index.html
Board Member: Internal Advisory Board

Professor Knoesen serves as the Chair of the UC Davis Academic Senate, a governing body that will interact extensively with the Policy & Practices Review Initiative during formal consultation processes for suggested policy changes to facilitate institutional transformation. His research interests as a Professor of Electrical and Computer Engineering (1987 – present) lie in several areas: optics; electromagnetics and electronics relating to applications of structured supramolecular functional composite materials; and intersection of these topics with the life sciences. Professor Knoesen specific research interests include the development and application of electrooptic polymers, biosensor materials, and self-organizing biomaterials, such as protein structures.

Enrique Lavernia
Dean of the College of Engineering
Distinguished Professor of Chemical Engineering and Materials Science
http://chms.engineering.ucdavis.edu/people/faculty/lavernia.html
Board Member: Internal Advisory Board

Enrique Lavernia is Dean of the College of Engineering and Distinguished Professor of Chemical Engineering and Materials Science at UC Davis. His research focuses on synthesis of structural materials and metal matrix composites with particular emphasis on processing fundamentals; thermal spray processing of nano-structured materials; spray atomization and deposition of structural materials; solidification processing of metal matrix composites; synthesis and behavior of nano-crystalline material and mathematical modeling of advanced materials and processes. Dr. Lavernia returned as dean to the College of Engineering (January 1, 2011) after serving as Provost and Executive Vice Chancellor of UC Davis (January 2009–December 2010). He is a Fellow of the American Association for the Advancement of Science (2000), the American Society of Mechanical Engineers (2006), ASM International (1998), and the Alexander von Humboldt Foundation. In 2011 he received the Hispanic Engineer National Achievement Award (HEENAC) and the Society for the Advancement of Chicanos and Native Americans in Science (SACNAS) Distinguished Scientist Award. Dr. Lavernia is also the recipient of the Edward DeMille Campbell Memorial Lectureship (2013), and the ASM International Gold Medal Award (2013). He holds a doctorate from the Massachusetts Institute of Technology (1986).

Mary Lou de Leon Siantz
Professor of Nursing
http://www.ucdmc.ucdavis.edu/nursing/ourteam/faculty/Siantz_bio.html
Founding Director: CAMPOS Initiative
Committee Member: Social Sciences Research Initiative

Mary Lou de Leon Siantz is a professor at the Betty Irene Moore School of Nursing at UC Davis. She is nationally recognized for her interdisciplinary efforts to prepare health professionals for leadership and policy, and internationally respected for her research in migrant health. As a professor at the School of Nursing, de Leon Siantz teaches, conducts research and mentors students in leadership policy and population health. Her research most recently focused on the impact of migration on the health and development of Hispanic migrant/immigrant children and families. Her current research, funded through the Office of Minority Health Department of Health and Human Service, focuses on the development of educational strengths of Hispanic immigrant adolescents and the promotion of their reproductive awareness. De Leon Siantz is the associate director of the Community Engagement and Research Program of the UC Davis Clinical and Translational Science Center. This program connects health researchers with communities of all kinds to ensure discoveries are translated into real-world interventions. She is also an affiliated faculty member with the Migration and Health Research Center, a collaboration between the UC Davis and UC Berkeley campuses that is dedicated to conducting research to improve the health of migrant populations in California and around the globe.

George Mangun
Dean of Social Sciences
Professor of Psychology and Neurology
http://www.ls.ucdavis.edu/dss/dean/dean-bio.html
Board Member: Internal Advisory Board

George R. Mangun is Dean of the Division of Social Sciences, and Professor of Psychology and Neurology in the Center for Mind and Brain. He is an international leader in cognitive neuroscience, and received his Ph.D. in 1987 from the University of California, San Diego. Dr. Mangun's research investigates the cognitive neuroscience of attention. Evolution has crafted powerful brain mechanisms that aid in our survival in a complex and often dangerous world. Research in the Mangun Lab focuses on several of these key mechanisms, those that are involved in attention and awareness. This work takes a cognitive neuroscience approach to investigating how we perceive, attend, ignore and become aware of our environment. Dr. Mangun consults on numerous university, US government, and international scientific panels and advisory boards, including for the National Institutes of Health, the National Academy of Sciences, and the Academy of Finland. He is also an Associate Editor of the Journal of Cognitive Neuroscience, the Treasurer of the Cognitive Neuroscience Society. He was the founding Director of the UC Davis Center for Mind and Brain, and is currently the Dean of Social Sciences in the College of Letters and Science. His celebrated coauthored textbook, Cognitive Neuroscience: The Biology of the Mind (W.W. Norton, 2009) is now in its fourth edition -- it has been translated into French, Italian, and Portuguese. Among other honors, in 2007 he was elected a Fellow of the Association for Psychological Science (APS), and in 2010 he was elected a Fellow of the American Association for the Advancement of Science (AAAS).

Karen McDonald-Faculty Director, Co-PI
Professor in the Department of Chemical Engineering and Materials Science
http://chms.engineering.ucdavis.edu/people/faculty/mcdonald.html
Ex Officio Member: CAMPOS Initiative, Mentorship & Networking Initiative, Policy & Practices Review Initiative, Inclusive Campus Climate Initiative, Social Sciences Research Initiative

Karen McDonald is Professor in the Department of Chemical Engineering and Materials Science and served as Associate Dean for Research and Graduate Studies in the College of Engineering at UC Davis for 13 years prior to joining the UC Davis ADVANCE program. In addition, Dr. McDonald was recently the Principal Investigator of an NSF Integrative Graduate Education and Research Traineeship (IGERT) training program entitled, "Collaborative Research and Education in Agricultural Technologies and Engineering (CREATE)", Co-Director of the NIH Training Program in Biomolecular Technology and Co-Director of NSF RESOURCE Graduate STEM Fellows in K-12 Education Program at UC Davis. Her research is focused on the development and optimization of plant-based expression systems and bioprocesses for production of recombinant proteins with applications to biofuel and biopharmaceutical production. Dr. McDonald joined UC Davis in 1985, after completing her PhD in Chemical Engineering at the University of Maryland, College Park, MD, an M.S. in Chemical Engineering at the University of California at Berkeley and a B.S. in Chemical Engineering at Stanford University. She was the first female faculty member in the Department of Chemical Engineering and one of the first few in the College of Engineering at UC Davis. As the PI of an initial NSF grant in 1991, and as Co-PI of an NSF grant in 1994, she helped establish the Women in Engineering Center at UC Davis (now part of WISE), developed novel hands-on courses on "How Things Work" to enhance retention of women engineering undergraduate students, and implemented faculty workshops on Exploring the Academic Environment for Women in Engineering.

Alexandra Navrotsky
Dean of Mathematical and Physical Sciences
Distinguished Professor of Ceramic, Earth, and Environmental Materials Chemistry
http://www.ls.ucdavis.edu/mps/dean/dean-bio.html
Board Member: Internal Advisory Board

Alexandra Navrotsky holds the Edward Roessler Chair in Mathematical and Physical Sciences and is a Distinguished Professor of Ceramic, Earth, and Environmental Materials Chemistry at the University of California, Davis, where she is the director of the Nanomaterials in the Environment, Agriculture and Technology Organized Research Unit (NEAT-ORU) and the Peter A. Rock Thermochemistry Laboratory. Her research relates microscopic features of structure and bonding to macroscopic thermodynamic behavior in minerals, ceramics, and other complex materials. She has published over 700 scientific papers. Professor Navrotsky attended the Bronx High School of Science and the University of Chicago (B.S., M.S., and Ph.D. in physical chemistry). After completing postdoctoral work in Germany and at Penn State University, she joined the faculty in Chemistry at Arizona State University, where she remained until her move to the Department of Geological and Geophysical Sciences at Princeton University in 1985. She chaired that department from 1988 to 1991 and has been active in the Princeton Materials Institute. In 1997, she became an Interdisciplinary Professor of Ceramic, Earth, and Environmental Materials Chemistry at the University of California at Davis and in 2001 was appointed Edward Roessler Chair in Mathematical and Physical Sciences. She has made significant contributions to research on mineral thermodynamics; mantle mineralogy and high pressure phase transitions; silicate melt and glass thermodynamics; order-disorder in spinels; framework silicates; and other oxides; ceramic processing; oxide superconductors; nanophase oxides, zeolites, nitrides, perovskites; and the general problem of structure-energy-property systematics. The main technical focus of her laboratory is high temperature reaction calorimetry.

Brian Nosek
Professor of Psychology, University of Virginia
http://projectimplicit.net/nosek
Board Member: External Advisory Board

Brian Nosek is a Professor of Psychology at the University of Virginia. Dr. Nosek studies the gap between values and practices - the difference between what is intended, desired, supposed to happen and what actually happens. His work is based on the gap between values and practices as it is related to a variety of psychological distinctions: intentions versus actions, explicit versus implicit thoughts, endorsed beliefs versus automatic responses, goals versus outcomes, motivations versus behavior, ideology versus reasoning, and moral judgments versus moral intuitions. The majority of Dr. Nosek's research has applied this interest to implicit social cognition - thoughts and feelings that occur outside of conscious awareness or control - but the interest has general application. He applies this interest to basic science investigations of human behavior, to applied research and examination of organizational behavior, and to scientific practices. He is the co-founder of Project Implicit at Harvard University, and co-founder of the Open Science Framework. In 2010, he received the All University Teaching Award at the University of Virginia, and is also the recipient of an International Social Cognition Network (ISCON) Early Career Award (2007), and Michele Alexander Early Career Award for Scholarship and Service, Society for the Psychological Study of Social Issues (2007). Dr. Nosek received his doctorate from Yale (2002).

Rebecca Parales
Professor of Microbiology and Molecular Genetics
http://biosci3.ucdavis.edu/FacultyAndResearch/FacultyProfile.aspx?FacultyID=208
Committee Member: Policy & Practices Review Initiative

Rebecca Parales is Professor of Microbiology and Molecular Genetics. Her research interests include bacterial degradation of aromatic hydrocarbons and man-made environmental pollutants. Bacterial chemotaxis to pollutants and man-made chemicals. She is member of the American Society for Microbiology. Dr. Parales received her Ph.D. in 1993 from Cornell University, in Microbiology.

Kyaw Tha Paw U
Professor, Atmospheric Science
Biometeorologist, Agricultural Experiment Station
http://biosci3.ucdavis.edu/FacultyAndResearch/FacultyProfile.aspx?FacultyID=14164
Committee Member: CAMPOS Initiative

Kyaw Tha Paw U is a Professor of Atmospheric Science and Biometeorologist in the Agricultural Experiment Station, at the University of California, Davis Department of Land, Air and Water Resources. His research and teaching activities have been recognized by international awards. His team of students and other colleagues studies the turbulent exchange of trace gases, heat, radiation, and momentum between vegetation and the atmosphere. The team uses advanced computer simulations and field experiments to determine plant ecosystem carbon uptake, water transpiration, methane and nitrous oxide release, the fluid physics of turbulent air flow, and the effects of vegetation on regional scale weather. He and his students teach atmospheric science and plant biology courses. Paw U is part of the Women's Resources and Research Center WISE mentoring program. His past and current social justice and equity activities include being a member and Chair of the UCD and UC Systemwide Affirmative Action and Diversity Committees; membership on the College of Agricultural and Environmental Sciences Equity and Diversity committee, the University of California President's Taskforce on Faculty Diversity, and the Campus Council on Community and Diversity; and being a co-PI on a Ford Foundation funded Institute for Women's Leadership (Rutgers University) grant to UCD (Re-affirming Action: Designs for Diversity in Higher Education) resulting in the co-authored report, "Unprecedented urgency: Gender discrimination in faculty hiring at the University of California," (West, Lokke, Laky, Paw U and Ham).

Kent Pinkerton
Professor, Department of Pediatrics, School of Medicine
Professor-In-Residence, Department of Anatomy, Physiology and Cell Biology, School of Veterinary Medicine
http://faculty.vetmed.ucdavis.edu/faculty/kepinkerton
Committee Member: CAMPOS Initiative

Kent Pinkerton holds joint appointments in the School of Medicine and School of Veterinary Medicine, and Director of the Center for Health and the Environment. He studies the health effects of environmental air pollutants on lung structure and function and the interaction of gases and airborne particles within specific sites and cell populations of the lungs in acute and chronic lung injury. He also researches the effects of environmental tobacco smoke on lung growth and development. Dr. Pinkerton has received many honors and awards including the University of California Distinguished Teaching Citation (2008), Distinguished Faculty Teaching Award, School of Veterinary Medicine (2006) and the School of Veterinary Medicine Favorite Teacher Award (Class of 1998, 2000, 2001 and 2003). In 2010, he was a Visiting Professor at Nanjing Medical University, China. He completed his Ph.D. degree in Pathology at Duke University (1982).

Rahim Reed
Associate Executive Vice Chancellor, University of California, Davis
http://occr.ucdavis.edu/Rahim_bio.html
Board Member: Internal Advisory Board

Rahim Reed has more than 20 years of experience in administration, student affairs and affirmative action policy development at four major universities. From 1998 until September 2001, he served as the Director of the Center for the Study of Race and Race Relations at the University of Florida. AEVC Reed was one of the founding members of the Center, which is an interdisciplinary institution that promotes research and development of public policy in the areas of race relations, interracial dispute resolution, diversity education and training, racial equality and community relations. Prior to becoming director of the Center, AEVC Reed served as the Assistant Dean for Student and Minority Affairs at the University of Florida College of Law from 1988 to 1998. During this period, he also chaired the University of Florida's Council on Affirmative Action from 1994 to 1996. Rahim served as Assistant Dean in the Office of African Affairs at the University of Virginia from 1986 to 1988 and has also taught and held positions as a Teacher/Counselor at the University of Pittsburgh and a Teaching Assistant at Rutgers University Law School. Mr. Reed received his Bachelor's Degree in Psychology and Black Studies from the University of Pittsburgh in 1977. He also holds a Master's Degree in Public Administration and a Master's Degree in Social Work from the University of Pittsburgh. He completed his legal studies in 1986 and holds a Juris Doctorate Degree from Rutgers University School of Law. He is also an active member of several national organizations and has made many presentations to groups on topics of diversity education and building inclusive communities.

Susan Rivera, Co-I
Professor of Psychology and Research Professor at the UC Davis Medical Investigation of Neurodevelopmental Disorders (MIND) Institute
http://neuroscience.ucdavis.edu/user/52
Co-Director, Co-Investigator: Inclusive Campus Climate Initiative

Susan Rivera is Professor of Psychology and Research Professor at the UC Davis MIND Institute. Dr. Rivera conducts research on the origins and development of symbolic representation in both infants and children. She uses classic behavioral as well as neuroimaging techniques to investigate such things as the development of dorsal versus ventral visual processing, object representation, numerical cognition and affective processing. As a member of the UC Davis MIND Institute, she also conducts research contrasting typical development with that of children with neurodevelopmental disorders including Autism and fragile X Syndrome. One of her main research goals is to build a framework for integrating the previously disparate methodological and theoretical orientations of cognitive developmental and neuroscience research. By employing a variety of converging research techniques, she strives to elucidate the complex brain-behavior relationships that underlie cognitive development. She is the Associate Editor of *Frontiers in Developmental Psychology*, and is the UC Davis School of Medicine Dean's Award for Excellence in Collaboration (2010). Dr. Rivera has a Ph.D. from UC Berkeley (1998).

Refugio Rochin
Professor Emeritus of Chicana/o Studies and Agricultural Economics
http://chi.ucdavis.edu/faculty/refugio-rochin
Board Member: External Advisory Board

Refugio I. Rochin is Professor Emeritus of Chicana/o Studies and Agricultural Economics at the University of California, Davis and retired Director of Research & Evaluation, Educational Partnership Center, at U.C. Santa Cruz. Dr. Rochin directed Chicana/o Studies three times during his tenure at UCD (1971-1994) and recently served as the departments' Sr. Evaluator for Lab Aspire under a grant for the California Public Health Laboratory Director Training Program, from February 2007 through June 2008. He currently serves on the Graduate Group for Education at U.C. Davis and lecturer in Latin America and Latino Studies at U.C. Santa Cruz. Dr. Rochin was former Executive Director of the Society for Advancement of Chicanos/Latinos and Native Americans in Science and represented SACNAS in receiving the Presidential Award for Excellence in Science, Mathematics and Engineering Mentoring, 2004). His research and publications span topics on science, arts, education, culture, U.S. community and international development (including Pakistan, Bangladesh, S. Korea, China, Palestine, Egypt, Latin American and the Caribbean). He is known for his path breaking scholarship in Latina/o Studies and pioneering research on the diffusion and adoption of new technology as part of the "Green Revolution Team" of Nobel Laureate Dr. Norman Borlaug. His most recent work: Rochin & Mello, "Latinos in Science: Trends & Opportunities," Journal of Hispanic Higher Education, Vol.6 No. 4 October 2007. Dr. Rochin has many awards including an Honorary Doctor in Humane Letters from Northeastern University in recognition of achievements as "Distinguished Scholar, Accomplished Activist, and Dedicated Humanitarian" (2000) and the inaugural Achievement Award of the American Society of Hispanic Economists (2008).

Ray Rodriguez, Co-PI
Professor of Molecular and Cellular Biology
http://www.mcb.ucdavis.edu/faculty-labs/rodriguez/about/
Committee Member: CAMPOS Initiative

Raymond Rodriguez is a Professor in the Department of Molecular & Cellular Biology and is currently Director of the NIH-sponsored Center of Excellence for Nutritional Genomics at UC Davis. After receiving his Ph.D. at the University of California, Santa Cruz in 1974, he was an A.P. Giannini Foundation Postdoctoral Fellow in the laboratory of Herbert W. Boyer at UC San Francisco Medical Center. While at UCSF, Dr. Rodriguez developed molecular cloning technologies that now serve as the foundation for the biotechnology industry. In 2003 he became Director of the Center of Excellence for Nutritional Genomics, a multi-investigator, multi-institutional research program to study the impact of diet-genome interactions on human health. For his leadership in the field of nutritional genomics, Dr. Rodriguez was selected as the 2008 distinguished lecturer by the USDA-ARS Beltsville Center and in 2009 he received an Honorary Doctorate of Science from the Nara Institute of Science and Technology, Japan. Dr. Rodriguez is a member of numerous scientific organizations and committees and he has been an adviser to the NIH and NSF since 1988. He has published numerous articles and books on molecular biology and biotechnology. Dr. Rodriguez holds 18 U.S. patents and his current research focus is nutritional epigenomics, the study of how dietary factors alter human gene activity by chromatin modification. He holds a Ph.D. from UC Santa Cruz.

Leticia Saucedo
Professor of Law and Director of Clinical Legal Education
http://www.law.ucdavis.edu/Faculty/Saucedo/index.aspx
STEAD Committee Member: Inclusive Campus Climate Initiative

Leticia Saucedo is an expert in employment, labor, and immigration law. She taught Torts and Immigration Law and co-directed the Immigration Law Clinic at the Wm. S. Boyd School of Law, University of Nevada, Las Vegas (UNLV) until 2010. She has developed courses in international and domestic service learning that explore the immigration consequences of crime and domestic violence in a post-conflict society. Saucedo earned her AB, cum laude, from Bryn Mawr College in 1984 and her JD, cum laude, in 1996 from Harvard Law School, where she was managing editor of the Harvard Latino Law Review. After law school, she served as briefing attorney to Chief Justice Thomas Phillips of the Texas Supreme Court. She then became an associate at Fried, Frank, Harris, Shriver, and Jacobson in New York City, where she was the recipient of the Fried Frank MALDEF Fellowship. From 1999 to 2003, she worked as a staff attorney for the Mexican American Legal Defense and Educational Fund in San Antonio, Texas, where she litigated employment and education cases. Saucedo's research interests lie at the intersections of employment, labor, and immigration law. Her law review articles have appeared in Notre Dame Law Review, the Ohio State Law Journal, the Buffalo Law Review, the Richmond Law Review, the Harvard Journal of Law and Gender, the Harvard Latino Law Review, the University of Michigan Journal of Law Reform, and the Hispanic Journal of Behavioral Sciences.

Kimberlee Shauman,
Professor of Sociology
http://sociology.ucdavis.edu/people/kashauma
Co-Director: Inclusive Campus Climate Initiative, Capital Resource Network

Kimberlee Shauman is a professor of sociology at the University of California, Davis. Her main areas of interest are social stratification, family and kinship, demography, sociology of education, and quantitative methodology. Her research focuses on gender differences in educational and occupational trajectories with particular attention to the causal effects of family characteristics. Her book, *Women in Science: Career Processes and Outcomes* (co-authored with Yu Xie), examines the underrepresentation of women in science from a life course perspective. In addition to on-going studies of gender differences in the attainment of STEM degrees, she has studied the career causes and consequences of family migration among dual-earner couples, field-specific gender differences in the utilization of educational credentials, the influence of anti-discrimination laws on gender inequality in the labor market, and the demographic consequences of persistent racial differences in mortality. Dr. Shauman received her Ph.D. from the University of Michigan in 1997.

Mitchell H. Singer
Professor of Microbiology and Molecular Genetics
http://biosci3.ucdavis.edu/FacultyAndResearch/FacultyProfile.aspx?FacultyID=311
STEAD Committee Member: Inclusive Campus Climate Initiative

Mitchell H. Singer is Professor of Microbiology and Molecular Genetics. He received his Ph.D. in Bacteriology from the University of Wisconsin, Madison, in 1990. His research interests include microbial development, gene regulation, and transcriptional control of gene expression. He is member of the American Society for Microbiology.

Binnie Singh
Assistant Vice Provost, Office of the Vice Provost for Academic Affairs
https://academicaffairs.ucdavis.edu/people/staff.html
Committee Member: Mentorship & Networking Initiative, Policy & Practices Review Initiative
Co-Director: Capital Resource Network

Binnie Singh is the Assistant Vice Provost, in the Office of the Vice Provost, Academic Affairs. In this role, she serves as the primary liaison between Academic Affairs and other units and organizations, both campus and systemwide, and assists the Vice Provost – Academic Affairs in strategic planning, implementation and innovation for all matters affecting academic personnel at UC Davis. Prior to this role, she served for over 10 years as the Director of Faculty Relations and Development in Academic Affairs consulting with campus leaders on resolving conflicts that involve academic employees, mediates and settles formal complaints and grievances, coordinates and delivers development/training programs for faculty, especially department chairs and new faculty, manages faculty medical leaves and issues related to accommodations, and administers the Work Life Program for academics. Binnie has over 20 years of experience in a large breadth of human resources areas, including organizational development, equal employment opportunity, recruitment and retention, personnel selection, labor relations and training/development. She holds a bachelor's of science in psychology from UC Davis, and a master's in organizational psychology from Alliant University.

Sheryl Soucy-Lubell
Director, Interdisciplinary Research Services, Office of Research
http://research.ucdavis.edu/u/s/irs/cu
Board Member: Internal Advisory Board

Sheryl Soucy-Lubell is the Director of Interdisciplinary Research Support team in the UC Davis Office of Research. Under her direction, this team is responsible for the preparation of major grant and contract proposals for large-scale, interdisciplinary research programs. As director of this unit, Sheryl identifies and develops collaborative efforts in pursuit of extramural funding opportunities; advises campus administrators in prioritizing research efforts by determining UC Davis research capacity in specific areas and forecasting opportunities for success prior to committing resources; and conducts campus-wide research development activities such as workshops, trainings, program officer visits, funding opportunity searches and dissemination, and research team building. Sheryl also oversees the administration of the Limited Submissions program, which is a service of the Office of Research that assists faculty in identifying Limited Submission opportunities and coordinates the campus review and nomination of applications for those opportunities. She received a B.A. in Biology and Environmental Studies at Dartmouth College, a Ph.D. in Ecology and Evolution at the State University of New York at Stony Brook, and conducted post-doctoral research in the Department of Biological Sciences at Florida State University.

Jay Stachowicz
Professor of Evolution and Ecology
http://www-eve.ucdavis.edu/stachowicz/stachowicz.shtml
Committee Member: Mentorship & Networking Initiative

Jay Stachowicz, Professor of Evolution and Ecology at UC Davis, researches the ecological causes and consequences of biodiversity. He is the current director of the Center for Population Biology. Dr. Stachowicz has found seaweeds and marine invertebrates to be particularly tractable experimental subjects and has conducted research involving a diverse suite of invertebrate taxa including corals, hydroids, crabs, echinoderms, polychaetes, ascidians, bryozoans, and gastropods. The main issues his research has focused on the effects of species diversity on communities and ecosystems; the ecological consequences of genetic diversity; positive interactions and mutualisms; the ecology and evolution of decorator crabs; and biological invasions. Dr. Stachowicz is the recipient of the UC Davis College of Biological Sciences Teaching Award (2011), the Aldo Leopold Leadership Fellowship (2008) and was a UC Davis Chancellor's Fellow (2007-2011). Dr. Stachowicz earned his Ph.D. from the University of North Carolina, Chapel Hill in 1998.

Maureen Stanton, Co-PI
Vice Provost for Academic Affairs and Professor of Evolution and Ecology, University of California, Davis
http://biosci3.ucdavis.edu/FacultyAndResearch/FacultyProfile.aspx?FacultyID=312
http://www.dateline.ucdavis.edu/dl_detail.lasso?id=13534
Steering Committee Chair
Ex Officio Member: CAMPOS Initiative, Policy & Practices Review Initiative

Maureen Stanton is Vice Provost for Academic Affairs and Professor of Evolution and Ecology. VP Stanton served as Chair of the Department of Evolution and Ecology (2005-2011), is a member of the American Academy of Arts and Sciences and has received numerous awards for her research and teaching, including the UC Davis Prize for Teaching and Scholarly Achievement (2000). She has also served as the Vice-President of the American Society of Naturalists (1988) and is a fellow of the California Academy of Sciences. VP Stanton's research focuses on how plant and animal populations adapt to environmental change, whether caused by natural processes or human activities, knowledge that is critical for predicting the long-term consequences of climate change, biological invasions and other alterations of global ecosystems. She has conducted fieldwork in both the U.S. and Kenya.

Abigail Stewart
Sandra Schwartz Tangri Distinguished University Professor of Psychology and Women's Studies, University of Michigan
Director, University of Michigan ADVANCE
http://www.lsa.umich.edu/psych/people/directory/profiles/faculty/?uniquename=abbystew
Board Member: External Advisory Board

Dr. Stewart is a Professor of Psychology and Women's Studies and Associate Dean of the University of Michigan's Rackham Graduate School. Stewart is also the founder and director of the University of Michigan ADVANCE program and Institute for Research on Women and Gender. She has published many scholarly articles and several books, focusing on the feminist theory and the psychology of women's lives, personality, and adaptation to personal and social changes. Her current research, which combines qualitative and quantitative methods, includes comparative analyses of longitudinal studies of educated women's lives and personalities; a collaborative study of race, gender and generation in the graduates of a Midwest high school; and research and interventions on gender and science and technology with middle-school-age girls, undergraduate students, and faculty. She has received the Henry Murray Award in personality psychology and the Carolyn Wood Sherif Award in psychology of women from the American Psychological Association and the American Association of University Women Eleanor Roosevelt Fund Award. Dr. Stewart holds degrees from Wesleyan University, the London School of Economics, and Harvard University.

Adela de la Torre, Co-PI
Vice Chancellor of Student Affairs
Professor of Chicana/o Studies
http://chi.ucdavis.edu/faculty/adela-de-la-torre
Co-Director: Social Sciences Research Initiative

Adela de la Torre, an agricultural economist, is a professor in the Chicana/o Studies Department and director of the Center for Transnational Health at UC Davis. Dr. de la Torre's publications and research primarily focus on social determinants of Chicano/Latino health issues, including border and binational health. In addition, her recent NIH funded work includes targeting English Language Learning student science educational disparities and developing university- and school-based partnerships to tackle this growing educational divide. Recently she was awarded a $4.8 million USDA NIFA grant focusing on addressing childhood obesity issues within the Mexican origin community. She was appointed to the national advisory committee for the American Human Development Index, is founding and former President of the American Society of Hispanic Economists and is a founding board member of the Latino Coalition for a Healthy California. Dr. de la Torre holds a Ph.D. in Agricultural Economics from UC Berkeley (1986).

Caroline S. T. Turner
Professor of Educational Leadership, California State University
Professor Emerita, Higher & Postsecondary Education, Lincoln Professor of Ethics and Education, Arizona State University
http://edweb.csus.edu/edd/faculty/turner-caroline.html
Board Member: External Advisory Board

Dr. Turner is Professor, Doctorate in Educational Leadership, California State University, Sacramento and Professor Emerita, Higher & Postsecondary Education, Lincoln Professor of Ethics and Education, Arizona State University. Dr. Turner's research and teaching interests include access, equity and leadership in higher education, faculty gender and racial/ethnic diversity, organizational change, and the use of qualitative methods for policy research. Her research includes a Spencer Foundation funded study of the faculty search committee process and hiring of faculty of color, a PEW Foundation funded study of Latino faculty in theological education, a Ford Foundation funded study of Diversity in Academe Post-Grutter, a Stanford University funded study of Pre-16 reforms and the promise of a seamless educational system, a study of women of color presidents in higher education, and a study of faculty and students of color in mathematical sciences and related fields. Dr. Turner is the recipient of the American Educational Research Association (AERA) Scholars of Color in Education Distinguished Career Contribution Award (2009) and the AERA Dr. Carlos J. Vallejo Memorial Award for Lifetime Scholarship (2009), the Association for the Study of Higher Education (ASHE) Council on Ethnic Participation Mildred Garcia Award for Exemplary Scholarship (2008), and the Mary Lou Fulton College of Education Dean's Faculty Excellence Award (2008, 2009). Recently, she was a Visiting Scholar with the Stanford Institute for Higher Education Research (SIHER) and named a Distinguished Alumni Scholar by Stanford University. She received her doctorate in Administration and Policy Analysis from the Stanford University School of Education.

Monica Vazirani
Professor of Mathematics
https://www.math.ucdavis.edu/research/profiles/?fac_id=vazirani
Committee Member: Policy & Practices Review Initiative

Monica Vazirani is Professor of Mathematics at UC Davis.Vazirani studies combinational representation theory and her area of expertise is the representation theory of Hecke algebras and Khovanov-Lauda-Rouquier (KLR) algebras. She studies KLR irreducible representations, which are the most basic objects whose symmetries are encoded in these algebras. Vazirani received her Ph.D. from UC Berkeley in 1999.

Ruth Zambrana
Professor of Women's Studies, Director of Consortium on Race, Gender, and Ethnicity and Interim Director of US Latino Studies, University University of Maryland, College Park
Adjunct Professor of Family Medicine, University of Maryland, Baltimore
http://www.popcenter.umd.edu/mprc-associates/rzambran
Board Member: External Advisory Board

Dr. Zambrana is Professor in the Department of Women's Studies, Director of the Consortium on Race, Gender and Ethnicity, Interim Director of the U.S. Latino Studies Initiative at the University of Maryland, College Park, and Adjunct Professor of Family Medicine at University of Maryland Baltimore, School of Medicine, Department of Family Medicine. Her work focuses on the intersections of gender, race/ethnicity, socioeconomic status and other contextual variables in disparities in the provision of public health, human services and education with an emphasis on Latino women, children, and youth. Emerging scholarship is on inequalities in racial/ethnic women's health and disparity, knowledge production and public policy. Co-authored books include Health Issues in the Latino Community (2001); Drawing from the Data: Working Effectively with Latino Families (2003), and an anthology (Forthcoming, 2008) entitled Emerging Intersections: Race, Class, and Gender in Theory, Policy, and Practice. She has published extensively in her field, has served on several editorial boards including the *American Journal of Public Health* and *Journal of Health Care for the Poor and Underserved*. She has served on several national and state boards and committees and recently served as a member of the Centers for Disease Control and Prevention, Agenda Committee, Office of Public Health Research, Health Information Services and Health Equity Champions Workgroups (2005) and the State of Maryland Governor's Transition Task Force on Higher Education (2006). She was honored by Hispanic Business Magazine as 2007 Elite Woman of the Year for her commitment and dedication to improving the Hispanic community through her service and scholarship. She has a doctorate in sociology from Boston University (1977).

UC Davis ADVANCE Meeting Dates, Presentations and Activities

July 2014 – December 2014

Project Leadership & Co-Director Meetings

- July 8, 2014 – Planning meeting with CAMPOS Director to discuss engaging the UC Davis Latino/a Faculty Group, CAMPOS summer plans, and participation in the Hispanic Association of Colleges and Universities (HACU) conference (Mary Lou de Leon Siantz, Karen McDonald, Denneal Jamison-McClung).

- July 30, 2014 - NSF Third Year Site Visit Webinar to discuss guidelines and expectations for the third year site visit (Sophie Barbu, Karen McDonald, Kim Shauman, Ray Rodriguez, Denneal Jamison-McClung, Yvette Flores, Laura Grindstaff, Mary Lou de Leon Siantz, Maureen Stanton, JoAnne Engebrecht).

- August 4, 2014 Leadership meeting discuss initiative activities (Karen McDonald, JoAnne Engebrecht, Jonathan Eisen, Laura Grindstaff, Linda Bisson, Linda Katehi, Mary Lou de Leon Siantz).

- August 11, 2014 Meeting with Policy and Practices Review Co-Director, Linda Bisson , to review initiative performance over the past year, goals, challenges, future activities (Karen McDonald, Denneal Jamison-McClung, Sophie Barbu, Linda Bisson).

- August 11, 2014 Meeting with CAMPOS Director, Mary Lou de Leon Siantz, to review initiative performance over the past year, goals, challenges, future activities (Karen McDonald, Denneal Jamison-McClung, Sophie Barbu, Mary Lou de Leon Siantz).

- August 12, 2014 Meeting with Mentorship and Networking Co-Directors, JoAnne Engebrecht and Carol Erickson, to review initiative performance over the past year, goals, challenges, future activities (Karen McDonald, Denneal Jamison-McClung, Sophie Barbu, JoAnne Engebrecht, Carol Erickson).

- August 13, 2014 Meeting with Enhance Dual-Career Hiring Co-Directors, Kim Shauman and Binnie Singh, to review initiative performance over the past year, goals,

challenges, future activities (Karen McDonald, Denneal Jamison-McClung, Sophie Barbu, Kim Shauman, Binnie Singh).

- August 29, 2014 Meeting with Research Co-Director, Adela de la Torre, to review initiative performance over the past year, goals, challenges, future activities (Sophie Barbu, Denneal Jamison-McClung, Karen McDonald, Adela de la Torre).

- September 5, 2014 Conference call with Policy and Practices Review Co-Director, Jonathan Eisen, to discuss future Communications role on ADVANCE (Karen McDonald, Denneal Jamison-McClung, Sophie Barbu, Jonathan Eisen).

- October 9, 2014 Leadership meeting discuss Congressional Hispanic Caucus Institute, HACU, CAMPOS Welcome Reception, CAMPOS Faculty Scholars, ADVANCE Management Plan, West Coast ADVANCE Symposium (Karen McDonald, Linda Bisson, Denneal Jamison-McClung, Raymond Rodriguez, Binnie Singh, Maureen Stanton, Linda Katehi, Mary Lou de Leon Siantz).

- December 10, 2014 Leadership meeting to discuss Initiative activities and NSF 3rd Year Site Visit (TBD).

Management Team Meetings

- July 17, 2014 - Panel discussion with Geri Richmond, President of COACh, and the India Delegation on Women in Science (WISER), hosted by UC Berkeley (Denneal Jamison-McClung).

- July 21, 2014 - Management Team meeting to discuss upcoming meetings, nominations for 6-week National Center for Faculty Diversity and Development (NCFDD) boot camp, debrief on participation on the US-India Collaboration on Women in Science panel at UC Berkeley (Kim Shauman, Karen McDonald, Sophie Barbu, Denneal Jamison-McClung).

- August 12, 2014 - Management Team meeting to discuss upcoming meetings, 3rd year budget, develop an agenda for the ADVANCE retreat on December 16, 2014, plan 2 brown bag sessions on the status of women in STEM at UCD, UCs, nationally, globally (Kim Shauman, Karen McDonald, Sophie Barbu, Denneal Jamison-McClung).

- August 18, 2014 - Management Team meeting to discuss upcoming meetings, NCFDD nominations received for the Faculty Success Program, scheduling a Technology Hour for the ADVANCE committee members to enable them to share information on Box.com (Kim Shauman, Karen McDonald, Sophie Barbu, Denneal Jamison-McClung).

- August 21, 2014 - Budget Meeting (Karen McDonald, Denneal Jamison-McClung, Sophie Barbu, Linda Zhao, Manju Kaul).

- August 22, 2014 - Introductory meeting with CAMPOS Faculty Scholar candidate, Magdalena Cerda, to discuss the ADVANCE program (Karen McDonald, Magdalena Cerda).

- August 28, 2014 - Meeting with Inclusive Campus Climate Co-Directors to review initiative performance over the past year, goals, challenges, future activities (Sophie Barbu, Denneal Jamison-McClung, Karen McDonald, Kim Shauman, Susan Rivera).

- August 29, 2014 - Meeting with Research Co-Director, Adela de la Torre, to review initiative performance over the past year, goals, challenges, future activities (Sophie Barbu, Denneal Jamison-McClung, Karen McDonald, Adela de la Torre).

- September 5, 2014 - Conference call with Policy and Practices Review Co-Director, Jonathan Eisen, to discuss future Communications role on ADVANCE (Karen McDonald, Denneal Jamison-McClung, Sophie Barbu, Jonathan Eisen).

- September 22, 2014 - Discuss how ADVANCE will bring recommendations for review to the Academic Senate in the next year (Karen McDonald, Linda Bisson, André Knoesen, Gina Anderson, Rachel Goodhue, Jeannie Darby).

- September 25, 2014 - Budget Meeting (Karen McDonald, Denneal Jamison-McClung, Sophie Barbu, Linda Zhao, Manju Kaul).

- September 26, 2014 - ADVANCE participation in the Week of Welcome Meet n' Greet: Empowering Women in STEM (EWIS) for new and incoming graduate students (Linda Katehi, Maureen Stanton, Karen McDonald, Susan Rivera).

- October 2, 2014 - Digital Deployment website training (Sophie Barbu).

- October 6, 2014 - Management Team meeting to review upcoming meetings, review the ADVANCE Management plan, discuss meetings with Deans and Department

Chairs to debrief on ADVANCE activities, NSF interim report, 3rd Year Site Visit (Linda Bisson, Karen McDonald, Denneal Jamison-McClung, Sophie Barbu).

- October 7, 2014 - "Women Faculty and STEM: Where Do We Stand?" brown bag presentation on the status of women faculty in STEM at UC Davis, nationally, and globally, presented by Denneal Jamison-McClung.

- October 8, 2014 - Technology Hour presentation on how to use Box.com to share information across initiatives, presented by Sophie Barbu and Denneal Jamison-McClung (Sophie Barbu, Denneal Jamison-McClung, Karen McDonald, Linda Bisson, Ray Rodriguez, Lynne Isbell, Lorena Garcia).

- October 20, 2014 - Management Team meeting to review upcoming meetings, debrief on the SACNAS conference workshop, meetings with Deans and Department Chairs, upcoming events, letters to thank Launch Committee members for their service (Karen McDonald, Linda Bisson, Sophie Barbu, Denneal Jamison-McClung).

- October 21, 2014 - Develop presentation and materials for meetings with Deans and Department Chairs to debrief on ADVANCE activities (Denneal Jamison-McClung, Karen McDonald, Linda Bisson).

- October 22, 2014 - Discuss collaboration between ADVANCE and Empowering Women in STEM (EWIS) (Karen McDonald, Maureen Stanton, Amandeep Kaur – EWIS Director).

- October 24, 2014 - Budget Meeting (Karen McDonald, Denneal Jamison-McClung, Sophie Barbu, Linda Zhao, Manju Kaul).

- October 27, 2014 - Management Team meeting to review upcoming meetings and events, debrief on the Welcome Reception for Women Faculty, update on NSF interim report (Karen McDonald, Linda Bisson, Denneal Jamison-McClung, Sophie Barbu).

- October 30, 2014 - Review budget for the Capital Resource Network (Karen McDonald, Denneal Jamison-McClung, Sophie Barbu, Linda Assadian, Loraine Hernandez-Covello, Binnie Singh, Kim Shauman).

- November 4, 2014 - "Women Faculty and STEM: Where Do We Stand?" brown bag

presentation on the status of women faculty in STEM across the UCs and nationally, presented by Kim Shauman.

- November 5, 2014 - Association for Women in Science (AWIS) Workshop on Equitable Solutions for Retaining a Robust Workforce, presented by Cynthia Simpson, M.Ed. CAE – AWIS Director of Programs and External Relations, and Yvonne Rodriguez – AWIS Public Policy Fellow.

- November 10, 2014 - Management Team meeting to review upcoming meetings, debrief on the Brown Bag presentation (11/4) and AWIS Workshop (11/5), discuss the agenda for the CAMPOS Welcome Reception (11/13), discuss schedule for a roundtable in April 2015, update on NSF interim report (Karen McDonald, Linda Bisson, Denneal-Jamison-McClung, Sophie Barbu).

- November 12, 2014 - Conference call to discuss the NSF 3rd year site visit agenda (Beth Mitchneck, Jessie Dearo, Karen McDonald).

- November 12, 2014 - Meet with the College of Engineering Dean and Department Chairs on ADVANCE activities (Karen McDonald, Linda Bisson, Denneal Jamison-McClung, Mary Lou de Leon Siantz).

- November 14, 2014 - Discuss process for review of ADVANCE recommendations for Recruitment with the Academic Senate Executive Council (Karen McDonald, Linda Bisson).

- November 17, 2014 - Management Team meeting to review upcoming meetings, debrief on meeting with College of Engineering Dean and Department Chairs, debrief on meeting Academic Senate Executive Council, debrief on the ADVANCE Brown Bag presentation on the status of Women Faculty in STEM (11/4), and the CAMPOS Welcome Reception (11/13) (Karen McDonald, Denneal Jamison-McClung, Linda Bisson, Sophie Barbu).

- November 19, 2014 - Conference call with Professor Jeanne Ferrante, from UC San Diego, with about a possible presentation at UC Davis about the best ways to use contributions to diversity statements in recruitment and advancement (Karen McDonald, Linda Bisson, Jeannie Darby).

- November 19, 2014 - Plan the ADVANCE Roundtable agenda (Maureen Stanton, Karen McDonald, Linda Bisson).

- November 24, 2014 - Management Team meeting to review upcoming meetings, discuss participation in the Graduate Diversity Network Kickoff Event, update from the Research Initiative on their findings, ADVANCE Mock Site Visit (12/16), review the ADVANCE Roundtable (April 2015) draft agenda (Karen McDonald, Linda Bisson, Denneal Jamison-McClung, Sophie Barbu).

- December 1, 2014 - Management Team meeting (TBD)

- December 8, 2014 - Management Team meeting (TBD)

- December 10, 2014 - Meet with the College of Letters and Sciences-Mathematics and Physical Sciences Dean and Department Chairs on ADVANCE activities.

- December 11, 2014 - Meet with the School of Veterinary Medicine Dean and Department Chairs on ADVANCE activities.

- December 15, 2014 - Management Team meeting (TBD).

- December 16, 2014 - ADVANCE Retreat and Mock 3rd Year Site Visit.

- December 22, 2014 - Management Team meeting (TBD).

- December 29, 2014 - Management Team meeting (TBD).

Program Evaluation Meetings

- July 8, 2014 Discuss evaluation of pilot launch committee recipients (JoAnne Engebrecht, Carol Erickson, Lisa Sullivan).

- August 27, 2014 Discuss post event surveys needed for upcoming events 2014-2015 with the Internal Evaluators (Lisa Sullivan, Terry Westover, Karen McDonald, Sophie Barbu, Denneal Jamison-McClung).

- September 25, 2014 Conference call to discuss actions, taken and planned, in response to the External Evaluator Report recommendations (Karen McDonald, Denneal Jamison-McClung, Lisa Sullivan, Terry Westover, Sophie Barbu, Mariko Chang).

Program Initiative Meetings

CAMPOS Initiative

- July 8, 2014 - Meeting to prepare presentation for the Annual SACNAS National Conference to help prepare prospective faculty members for the academic interview process (Karen McDonald, Sophie Barbu, Ray Rodriguez, Manuel Calderon de la Barca Sánchez, Mary Lou de Leon Siantz).

- July 21, 2014 - CAMPOS meeting to discuss engagement of the latino/a faculty group, CAMPOS Faculty Scholar nominations, presentation at the Hispanic Association of Colleges and Universities Roundtable (Mary Lou de Leon Siantz, Ray Rodriguez, Karen McDonald, Denneal Jamison-McClung, Sophie Barbu, Nina Amenta, Kent Pinkerton, Kyaw Tha Paw U, David Acosta).

- July 31, 2014 - Discuss Mentorship and Networking launch committees for CAMPOS Faculty Scholars (Mary Lou de Leon Siantz, Carol Erickson, JoAnne Engebrecht).

- August 11, 2014 - Meeting to review presentation for the Annual SACNAS National Conference to help prepare prospective faculty members for the academic interview process (Karen McDonald, Sophie Barbu, Ray Rodriguez, Manuel Calderon de la Barca Sánchez).

- August 11, 2014 - Meeting with CAMPOS Director, Mary Lou de Leon Siantz, to review initiative performance over the past year, goals, challenges, future activities (Karen McDonald, Denneal Jamison-McClung, Sophie Barbu, Mary Lou de Leon Siantz).

- August 18, 2014 - Meeting to review presentation for the Annual SACNAS National Conference to help prepare prospective faculty members for the academic interview process (Karen McDonald, Sophie Barbu, Ray Rodriguez, Manuel Calderon de la Barca Sánchez, Mary Lou de Leon Siantz).

- August 22, 2014 - Introductory meeting with CAMPOS Faculty Scholar candidate, Magdalena Cerda, to discuss the ADVANCE program (Karen McDonald, Magdalena Cerda).

- August 22, 2014 - Discuss the ADVANCE program and CAMPOS initiative with CAMPOS Faculty Scholar Candidate (nominated but hadn't accepted faculty position offer yet) (Mary Lou de Leon Siantz).

- August 22, 2014 - Discuss the CAMPOS initiative with CAMPOS Faculty Scholar Candidate (Mary Lou de Leon Siantz, Ray Rodriguez, Kent Pinkerton, Kyaw Tha Paw U, Nina Amenta, Denneal Jamison-McClung)

- September 26, 2014 - CAMPOS meeting to discuss the Strategic Recruitment Plan 2014-2015, blue print for action, review CAMPOS Faculty Scholar nominations, the STEM Border Network, schedule CAMPOS Cafecitos for the coming quarter (Mary Lou de Leon Siantz, Ray Rodriguez, Denneal Jamison-McClung, Karen McDonald, Kyaw Tha Paw U Kent Pinkerton, Nina Amenta, Sophie Barbu, Susan Kauzlarich).

- October 31, 2014 - CAMPOS Cafecito Community Gathering held as part of the CAMPOS Initiative goal to build a diverse community of STEM faculty.

- November 12, 2014 - CAMPOS meeting to develop a CAMPOS affiliates program (Mary Lou de Leon Siantz, David Acosta, Karen McDonald, Denneal Jamison-McClung, Kyaw Tha Paw U, Kent Pinkerton, Nina Amenta, Maureen Stanton, Sophie Barbu),

- November 13, 2014 - CAMPOS Welcome Reception, held to celebrate the first cohort of CAMPOS Faculty Scholars

- December 12, 2014 - CAMPOS Cafecito Community Gathering held as part of the CAMPOS Initiative goal to build a diverse community of STEM faculty.

Capital Resource Network

- August 13, 2014 - Meeting with Capital Resource Network Co-Directors, Kim Shauman and Binnie Singh, to review initiative performance over the past year, goals, challenges, future activities (Karen McDonald, Denneal Jamison-McClung, Sophie Barbu, Kim Shauman, Binnie Singh).
- October 23, 2014 – Inaugural Capital Resource Network Advisory Council meeting with presentations of the project to regional participants (Kim Shauman, Linda Assadian, Steve Currall - Chancellor's Advisor).

Mentorship & Networking Initiative

- July 8, 2014 - Discuss evaluation of pilot launch committee recipients (JoAnne Engebrecht, Carol Erickson, Lisa Sullivan).

- July 16, 2014 - New Faculty Network Happy Hour event, to connect faculty who had recently arrived on campus to create both a social and professional network and to encourage faculty to initiate collaborations, learn about resources on campus, and learn about the university in a fun, informal.

- July 31, 2014 - Discuss Mentorship and Networking launch committees for CAMPOS Faculty Scholars (Mary Lou de Leon Siantz, Carol Erickson, JoAnne Engebrecht).

- August 6, 2014 - LAUNCH committee meeting for Sharon Aviran

- August 12, 2014 - New Faculty Network Happy Hour event, to connect faculty who had recently arrived on campus to create both a social and professional network and to encourage faculty to initiate collaborations, learn about resources on campus, and learn about the university in a fun, informal setting.

- August 12, 2014 - Meeting with Mentorship and Networking Co-Directors, JoAnne

Engebrecht and Carol Erickson, to review initiative performance over the past year, goals, challenges, future activities (Karen McDonald, Denneal Jamison-McClung, Sophie Barbu, JoAnne Engebrecht, Carol Erickson).

- September 3, 2014 - LAUNCH committee meeting for Clare Casteel

- September 10, 2014 - LAUNCH committee meeting for Karen Ryan

- September 23, 2014 - New Faculty Network Welcome Reception held as an informal welcome and mixer event, including existing members of the UCD-NFN listserv and newly hired faculty.

- September 25, 2014 - LAUNCH committee meeting for Alex Nord

- September 25, 2014 - LAUNCH committee meeting for Sharon Aviran

- October 8, 2014 - LAUNCH committee meeting for Lillian Cruz-Orengo

- October 9, 2014 - LAUNCH committee meeting for Colin Reardon

- October 23, 2014 - UC Davis Welcome Reception for Women Faculty

- October 29, 2014 - LAUNCH committee meeting for Sharon Aviran

- October 31, 2014 - Mentorship and Networking meeting to discuss progress on the LAUNCH committees, upcoming events, future activities, YR 3 interim report (Karen McDonald, JoAnne Engebrecht, Carol Erickson, Magali Billen, Lynn Isbell, Gitta Coaker, Sophie Barbu, Denneal Jamison-McClung).

- November 5, 2014 - LAUNCH committee meeting for Anna La Torre, Li-En Jao, Sergi Simo

- November 12, 2014 - LAUNCH committee meeting for Cindy Rubio Gonzalez

- November 19, 2014 - New Faculty Network Happy Hour event, to connect faculty who had recently arrived on campus to create both a social and professional network and to encourage faculty to initiate collaborations, learn about resources on campus, and learn about the university in a fun, informal setting.

- November 24, 2014 - LAUNCH committee meeting for Lillian Cruz Orengo

- November 25, 2014 - LAUNCH committee meeting for Mark Huising

- December 3, 2014 - LAUNCH committee meeting for Sharon Aviran

- December 4, 2014 - LAUNCH committee meeting for Alex Nord

- December 5, 2014 - LAUNCH committee meeting for Clare Casteel

- December 9, 2014 - LAUNCH committee meeting for Karen Ryan

- December 12 2014 - LAUNCH committee meeting for Colin Reardon

- December 12, 2014 - LAUNCH committee meeting for Diasynou Fioravante

Policy & Practices Review Initiative

- July 14, 2014 - Policy and Practices Review committee meeting to discuss recommendations to the Academic Senate (Linda Bisson, Maureen Stanton, Phil Kass, Denneal Jamison-McClung, Susan Handy, Becky Parales, Sophie Barbu).

- August 11, 2014 - Meeting with Policy and Practices Review Co-Director, Linda Bisson, , to review initiative performance over the past year, goals, challenges, future activities (Karen McDonald, Denneal Jamison-McClung, Sophie Barbu, Linda Bisson).

- September 5, 2014 - Conference call with Policy and Practices Review Co-Director,

Jonathan Eisen, to discuss future Communications role on ADVANCE (Karen McDonald, Denneal Jamison-McClung, Sophie Barbu, Jonathan Eisen).

- September 22, 2014 - Discuss how ADVANCE will bring recommendations for review to the Academic Senate in the next year (Karen McDonald, Linda Bisson, André Knoesen, Gina Anderson, Rachael Goodhue)

- November 14, 2014 - Discuss ADVANCE recommendations with the Academic Senate Executive Council (Karen McDonald, Linda Bisson).

Inclusive Campus Climate/STEAD Initiative

- July 1, 2014 - STEAD meeting to review and edit STEAD workshop slides, discuss workshop presentation (Sophie Barbu, Leticia Saucedo, Manuel Calderon de la Barca Sánchez, Kim Shauman, Tom Famula, Mitch Singer, Louis Kellogg).

- July 8, 2014 - STEAD meeting to review and edit STEAD workshop slides, discuss workshop presentation (Sophie Barbu, Leticia Saucedo, Manuel Calderon de la Barca Sánchez, Susan Rivera, Tom Famula, Mitch Singer, Lisa Tell)

- July 15, 2014 - STEAD meeting to review and edit STEAD workshop slides, discuss workshop presentation (Steve Athanases, Susan Rivera, Sophie Barbu, Leticia Saucedo, Tom Famula, Mitch Singer, Kathy Ferrara, Lisa Tell).

- July 22, 2014 - STEAD meeting to review and edit STEAD workshop slides, discuss workshop presentation (Steve Athanases, Susan Rivera, Sophie Barbu, Leticia Saucedo, Manuel Calderon de la Barca Sánchez, Kim Shauman, Tom Famula,Mitch Singer, Kathy Ferrara).

- July 29, 2014 - STEAD meeting to review and edit STEAD workshop slides, discuss workshop presentation (Susan Rivera, Kathy Ferrara, Sophie Barbu, Leticia Saucedo,

Manuel Calderon de la Barca Sánchez, Mitch Singer, Tom Famula, Kim Shauman).

- August 5, 2014 - STEAD meeting to review and edit STEAD workshop slides, discuss workshop presentation (Steve Athanases, Susan Rivera, Sophie Barbu, Leticia Saucedo, Manuel Calderon de la Barca Sánchez, Mitch Singer, Louise Kellogg, Kim Shauman).

- August 12, 2014 - STEAD meeting to review and edit STEAD workshop slides, discuss workshop presentation (Steve Athanases, Louise Kellogg, Sophie Barbu, Susan Rivera, Manuel Calderon de la Barca Sánchez, Leticia Saucedo, Tom Famula, Mitch Singer, Kathy Ferrara, Kim Shauman).

- August 19, 2014 - STEAD meeting to review and edit STEAD workshop slides, discuss workshop presentation (Steve Athanases, Susan Rivera, Sophie Barbu, Leticia Saucedo, Tom Famula, Mitch Singer, Kathy Ferrara, Kim Shauman, Louise Kellogg, Lisa Tell).

- August 19, 2014 - ICC Co-Director, Susan Rivera, met with Ed Callahan, Associate Dean for Academic Personnel at the UC Medical Center, and David Acosta, Associate Vice Chancellor of Diversity and Inclusion at the UC Davis Medical Center, to discuss current School of Medicine trainings on diversity and possible adoption of STEAD workshops at the School of Medicine.

- August 25, 2014 - STEAD meeting to review and edit STEAD workshop slides, discuss workshop presentation (Sophie Barbu, Susan Rivera, Manuel Calderon de la Barca Sánchez, Leticia Saucedo, Tom Famula, Mitch Singer, Kathy Ferrara, Kim Shauman, Louise Kellogg).

- August 28, 2014 - Meeting with Inclusive Campus Climate Co-Directors to review initiative performance over the past year, goals, challenges, future activities (Sophie Barbu, Denneal Jamison-McClung, Karen McDonald, Kim Shauman, Susan Rivera).

- September 5, 2014 - STEAD meeting to review and edit STEAD workshop slides, discuss workshop presentation (Louise Kellogg, Mitch Singer, Kim Shauman, Leticia Saucedo,

Lisa Tell, Tom Famula, Susan Rivera, Sophie Barbu).

- September 8, 2014 - STEAD meeting to review and edit STEAD workshop slides, discuss workshop presentation (Sophie Barbu, Leticia Saucedo, Tom Famula, Mitch Singer, Kathy Ferrara, Kim Shauman, Louise Kellogg, Lisa Tell, Susan Rivera).

- September 15, 2014 - STEAD meeting to review and edit STEAD workshop slides, discuss workshop presentation (Sophie Barbu, Leticia Saucedo, Tom Famula, Mitch Singer, Kathy Ferrara, Kim Shauman, Louise Kellogg, Lisa Tell, Susan Rivera).

- September 22 2014 - STEAD meeting to review and edit STEAD workshop slides, discuss workshop presentation (Sophie Barbu, Leticia Saucedo, Tom Famula, Mitch Singer, Kathy Ferrara, Kim Shauman, Louise Kellogg, Susan Rivera).

- September 24, 2014 - STEAD Practice run of workshop for test audience (Mitch Singer, Kim Shauman, Susan Rivera, Leticia Saucedo, Sophie Barbu, Kathy Ferrara, Manuel Calderon de la Barca Sánchez, Karen McDonald, Joanna Scheib, Binnie Singh, Maureen Stanton, Lisa Sullivan, Mikael Villalobos)

- September 29, 2014 - STEAD meeting to debrief on practice run of workshop for test audience, edit STEAD workshop slides (Sophie Barbu, Leticia Saucedo, Tom Famula, Mitch Singer, Kathy Ferrara, Kim Shauman, Louise Kellogg, Susan Rivera).

- September 30, 2014 - STEAD Workshop (Mitch Singer, Leticia Saucedo, Susan Rivera, Kim Shauman, Manuel Calderon de la Barca Sánchez, Louise Kellogg, Sophie Barbu).

- October 6, 2014 - STEAD meeting to debrief on workshop, edit STEAD workshop slides and presentation (Sophie Barbu, Leticia Saucedo, Tom Famula, Mitch Singer, Kathy Ferrara, Kim Shauman, Louise Kellogg, Susan Rivera, Manuel Calderon de la Barca Sánchez).

- October 7, 2014 - STEAD Workshop (Mitch Singer, Leticia Saucedo, Kim Shauman, Susan

Rivera, Tom Famula, Sophie Barbu).

- October 20, 2014 - STEAD Workshop (Kim Shauman, Manuel Calderon de la Barca Sánchez, Leticia Saucedo, Susan Rivera, Kathy Ferrara, Steve Athanases, Sophie Barbu).

- October 27, 2014 - STEAD meeting to debrief on workshops conducted to date, discuss results from evaluation summary, edit STEAD workshop slides and presentation (Susan Rivera, Kim Shauman, Leticia Saucedo, Steve Athanases, Tom Famula, Manuel Calderon de la Barca Sánchez, Kathy Ferrara, Sophie Barbu)

- November 4, 2014 - STEAD Workshop (Kim Shauman, Manuel Calderon de la Barca Sánchez, Louise Kellogg, Susan Rivera, Steve Athanases, Leticia Saucedo, Mitch Singer, Sophie Barbu).

- Noveber 17, 2014 - STEAD Workshop (Kim Shauman, Leticia Saucedo, Louise Kellogg, Steve Athanases, Kathy Ferrara, Susan Rivera, Sophie Barbu).

- December 2, 2014 - STEAD Workshop

Social Sciences Research Initiative

- July 31, 2014 - Research Meeting to discuss article review on grounded theory, oral history and interview methodologies, IRB continuing review, Lisceth's fall job description (Yvette Flores, Laura Grindstaff, Mary Lou de Leon Siantz and Lisceth Brazil-Cruz).

- August 18, 2014 - Research Meeting to discuss IRB modification update, post-doc fellow, clarification of coach surveys, interview transcriptions, fall duties for Lisceth (Yvette Flores, Laura Grindstaff, Mary Lou de Leon Siantz and Karen McDonald).

- August 27, 2014 - Research Meeting to discuss survey of Latina graduate students in

STEM, Interview protocol for CAMPOS scholars, Lisceth to also conduct interviews of CAMPOS scholars (Adela de la Torre, Yvette Flores, Laura Grindstaff, Mary Lou de Leon Siantz and Lisceth Brazil-Cruz).

- August 27, 2014 - Research Meeting to discuss interviewee pseudonyms, interview schedules, clarification on protocol, and external evaluators to also interview CAMPOS scholars (Yvette Flores, Laura Grindstaff, and Lisceth Brazil-Cruz).

- August 29, 2014 - Meeting with Research Co-Director, Adela de la Torre, to review initiative performance over the past year, goals, challenges, future activities (Sophie Barbu, Denneal Jamison-McClung, Karen McDonald, Adela de la Torre).

- October 9-10, 2014 - Participate in the UCOP'S President Postdoctoral Fellowship Program 30th Anniversary Conference. Attend professional advising workshops for fellows in the academy. Workshop topics included: Surviving and Thriving as Faculty, Overcoming Writer's Block, Mentoring, Job search process, Grant writing, Publishing, Balancing Academic life and family, Tips for tenure, and Successful networking in academia (Lisceth Brazil-Cruz).

- October 21, 2014 - Research Meeting to discuss Year 3 report, postdoctoral duties, coding and themes (Yvette Flores, Laura Grindstaff, Mary Lou de Leon Siantz and Lisceth Brazil-Cruz).

- November 24, 2014 - Research Meeting to discuss interview transcriptions, transcription analysis and initial themes (Adela de la Torre, Yvette Flores, Laura Grindstaff, Mary Lou de Leon Siantz and Lisceth Brazil-Cruz).

Local/Regional Events and National Outreach:

- July 2, 2014 - Meeting to develop a presentation for the UC Team Science Retreat in

Santa Barbara, CA to promote team science competencies and leadership capacity of early-mid career faculty. The Retreat targets established or new diverse teams, as well as individuals who want to become involved in team science initiatives, and who can contribute to the diversity and excellence of the academic community (Karen McDonald, Ray Rodriguez).

- July 8, 2014 - Meeting to prepare presentation for the Annual SACNAS National Conference to help prepare prospective faculty members for the academic interview process (Karen McDonald, Sophie Barbu, Ray Rodriguez, Manuel Calderon de la Barca Sánchez, Mary Lou de Leon Siantz).

- July 16, 2014 - New Faculty Network Happy Hour event, to connect faculty who had recently arrived on campus to create both a social and professional network and to encourage faculty to initiate collaborations, learn about resources on campus, and learn about the university in a fun, informal setting.

- July 17, 2014 - Panel discussion with Geri Richmond, President of COACh, and the India Delegation on Women in Science (WISER), hosted by UC Berkeley (Denneal Jamison-McClung).

- July 27, 2014 - Presentation at the UC Team Science Retreat in Santa Barbara, CA to promote team science competencies and leadership capacity of early-mid career faculty. The Retreat targets established or new diverse teams, as well as individuals who want to become involved in team science initiatives, and who can contribute to the diversity and excellence of the academic community (Karen McDonald, Ray Rodriguez).

  - August 11, 2014 - Meeting to review presentation for the Annual SACNAS National Conference to help prepare prospective faculty members for the academic interview process (Karen McDonald, Sophie Barbu, Ray Rodriguez, Manuel Calderon de la Barca Sánchez).

- August 12, 2014 - New Faculty Network Happy Hour event, to connect faculty who had recently arrived on campus to create both a social and professional network and to encourage faculty to initiate collaborations, learn about resources on campus, and learn about the university in a fun, informal setting.

- August 11, 2014 - Meeting to review presentation for the Annual SACNAS National Conference to help prepare prospective faculty members for the academic interview process (Karen McDonald, Sophie Barbu, Ray Rodriguez, Manuel Calderon de la Barca Sánchez).

- August 18, 2014 - Meeting to review presentation for the Annual SACNAS National Conference to help prepare prospective faculty members for the academic interview process (Karen McDonald, Sophie Barbu, Ray Rodriguez, Manuel Calderon de la Barca Sánchez, Mary Lou de Leon Siantz).

- September 22, 2014 - Discuss how ADVANCE will bring recommendations for formal consultation to the Academic Senate in the next year (Karen McDonald, Linda Bisson, André Knoesen, Gina Anderson, Rachael Goodhue)

- September 23, 2014 - New Faculty Network Welcome Reception held as an informal welcome and mixer event, including existing members of the UCD-NFN listserv and newly hired faculty.

- October 6, 2014 - Conduct a practice run of the presentation for the Annual SACNAS National Conference to help prepare prospective faculty members for the academic interview process (Karen McDonald, Sophie Barbu, Ray Rodriguez, Manuel Calderon de la Barca Sánchez, Maggie Werner-Washburne).

- October 7, 2014 - "Women Faculty and STEM: Where Do We Stand?" brown bag presentation on the status of women faculty in STEM at UC Davis, nationally, and globally, presented by Denneal Jamison-McClung.

- October 8, 2014 - Technology Hour presentation on how to use Box.com to share information across initiatives, presented by Sophie Barbu and Denneal Jamison-McClung (Sophie Barbu, Denneal Jamison-McClung, Karen McDonald, Linda Bisson, Ray Rodriguez, Lynne Isbell, Lorena Garcia)

- October 9-10, 2014 - Participate in the UCOP'S President Postdoctoral Fellowship Program 30th Anniversary Conference. Attend professional advising workshops for fellows in the academy. Workshop topics included: Surviving and Thriving as Faculty, Overcoming Writer's Block, Mentoring, Job search process, Grant writing, Publishing, Balancing Academic life and family, Tips for tenure, and Successful networking in academia (Lisceth Brazil-Cruz).

- October 10, 2014 - Discuss presentation of the Annual SACNAS National Conference to help prepare prospective faculty members for the academic interview process (Ray Rodriguez, Mary Lou de Leon Siantz).

- October 16,, 2014 - New Faculty Network Happy Hour event, to connect faculty who had recently arrived on campus to create both a social and professional network and to encourage faculty to initiate collaborations, learn about resources on campus, and learn about the university in a fun, informal setting.

- October 16-18, 2014 - Workshop the Annual SACNAS National Conference to help prepare prospective faculty members for the academic interview process (Karen McDonald, Sophie Barbu, Ray Rodriguez, Manuel Calderon de la Barca Sánchez, Mary Lou de Leon Siantz, Maggie Werner-Washburne).

- October 23, 2014 - UC Davis Welcome Reception for Women Faculty

- October 31, 2014 - CAMPOS Cafecito Community Gathering held as part of the CAMPOS Initiative goal to build a diverse community of STEM faculty.

- November 13, 2014 - CAMPOS Welcome Reception, held to celebrate the first cohort of

CAMPOS Faculty Scholars

- November 19, 2014 - Conference call with Professor Jeanne Ferrante, from UC San Diego, with about a possible presentation at UC Davis about the best ways to use contributions to diversity statements in recruitment and advancement.

- November 19, 2014 - Plan the ADVANCE Roundtable agenda (Maureen Stanton, Karen McDonald, Linda Bisson).

- November 19, 2014 - New Faculty Network Happy Hour event, to connect faculty who had recently arrived on campus to create both a social and professional network and to encourage faculty to initiate collaborations, learn about resources on campus, and learn about the university in a fun, informal setting.

- December 12, 2014 - CAMPOS Cafecito Community Gathering held as part of the CAMPOS Initiative goal to build a diverse community of STEM faculty.

Campus Constituents/Internal Advisory Board Member Meetings

- October 22, 2014 - Discuss collaboration between ADVANCE and Empowering Women in STEM (EWIS) (Karen McDonald, Maureen Stanton, Amandeep Kaur).

- November 12, 2014 - Debrief the College of Engineering Dean and Department Chairs on ADVANCE activities (Karen McDonald, Linda Bisson, Denneal Jamison-McClung, Mary Lou de Leon Siantz).

- November 14, 2014 - Discuss ADVANCE recommendations with the Academic Senate Executive Council (Karen McDonald, Linda Bisson).

- December 10, 2014 - Debrief the College of Letters and Sciences-Mathematics and Physical Sciences Dean and Department Chairs on ADVANCE activities.

- December 11, 2014 - Debrief the School of Veterinary Medicine Dean and Department Chairs on ADVANCE activities.

- December 16, 2014 - ADVANCE Retreat and Mock 3rd Year Site Visit

UC Davis has joined NCFDD!

The **National Center for Faculty Development and Diversity** (NCFDD) is an independent professional development, training, and mentoring community of graduate students, post-docs and faculty members. The NCFDD is committed to supporting academics make successful transitions throughout their careers.

University of California, Davis has purchased an Institutional Membership to the NCFDD that provides you access to the following resources:

Multi-week **Facilitated Learning Communities**
Monthly **core training workshops**
Monthly **guest expert workshops**
Audio, slides and transcripts of all workshops so you can learn at your convenience
A private peer mentoring forum
Monthly accountability buddy match
Moderated monthly writing challenges
Weekly productivity tips via the *Monday Motivator*

NCFDD

The

Faculty Success Program

A 15-Week Intensive Mentoring Program

Welcome to the Faculty Success Program

The *Faculty Success Program* is an intense 15-week program designed to improve your research productivity and work-life balance. It's about learning empirically tested skills and strategies to manage your time, clarify your priorities, and build a thriving mentoring network within and beyond your campus. All of this happens within the context of a supportive team of faculty coaches who are completely dedicated to your success.

www.FacultyDiversity.org

Dates:

The program runs from August 24th through December 5th, 2014.

Tuition:

$3,750 per person, payable in full at the beginning of the program.

Registration:

Online registration is open – use the Online Store on the NCFDD website

What's Included?

15 Community Calls
This is where you learn the skills and strategies designed to align your time with your priorities and maximize your productivity.

15 Small Group Accountability Calls
You will connect weekly with your peers and our dedicated faculty coaches to receive direct guidance, problem-solving, and support to keep you consistently moving forward toward your semester goals.

15 Monday Motivator and Mid-Week Encouragements
These messages serve as continuous reminders of the program principals.

Exclusive Faculty Success Program Online Community
To interact with other program participants, ask questions, share resources, exchange ideas, track your writing, and much more.

MP3 files and Summaries of all Community Calls
Available for your immediate download so you can add them to your personal professional development library.

In 15 Weeks

You will experience a transformation in your research and writing productivity and your work-life balance.

PRODUCTIVITY

"**By the end of the summer I had 5 published papers, all of which were done during the 2nd year** *after* **I started the daily writing habit**. That gave me the required papers per year for my 3rd year review. I am out of manuscript debt! *Assistant Professor, Nursing*

COMMUNITY

"I just wanted to thank you for **bringing together such an amazing group of women!** I have learned so much from this group. I've often felt isolated (either in my department or at my institution) but in this group I've been able to connect with other women who faced the same things. We've connected at a very deep level. *Assistant Professor, Sociology*

BALANCE

"**I have never been this productive** (AND enjoying my daily life at the same time) in the past semesters, or even in my entire life! It's magical!!" *Assistant Professor, Education*

LASTING CHANGE

"When I think about what I've gained from this program, it's this idea of forming habits and gaining concrete skills…The most notable, concrete, and consistent habits I have are sitting down with myself, having the Sunday meeting, planning, trying to show up for writing every day, and making sure I have accountability. I'm most thankful that **my 1st year in academia was not a miserable experience but a very pleasant, peaceful, and controlled experience.** And it has absolutely and everything to do with learning some very proactive skills and life balance from this whole model. " *Assistant Professor, Public Health*

The Art and Craft of Team Science

Karen McDonald, Professor
Department of Chemical Engineering and Materials Science, UC Davis

Raymond Rodriguez, Professor
Department of Molecular and Cellular Biology, UC Davis

Presentation Overview

- Experience in Team Science (TS)

- What TS is and what it is not?

- What's driving TS?

- The gentle yet firm touch of nuanced TS leadership — managing, motivating and inspiring individuals toward a common goal.

- Is TS appropriate for graduate students, postdoctoral fellows and assistant professors

- How we identified collaborators and built TS networks

- How we identified and foster effective lines of communication (in the context of different interdisciplinary languages)

Past Team Science Experience

- **R Rodriguez** Team Science Experience

  - DARPA — Human Butyrylcholinesterase in Plants

  - Global HeathShare Initiative

  - Center of Excellence in Nutritional Genomics

  - Ventria Bioscience Inc.

  - International Rice Genome Organization

  - Co-instructor for MCB263, Instructor for Molecular Biology and Biotechnology Design Methodology

- **K McDonald** Team Science Experience

  - DARPA — Human Butyrylcholinesterase in Plants

  - CREATE IGERT Graduate Training Grant in Plant Biotechnology

  - NSF I-Corps Program

  - NSF Large Interdisciplinary Award, Chevron Grant, and NSF with focus on Plant Production of Cellulase Enzymes

  - Co-instructor for MCB263, Instructor for Biochemical Engineering Capstone Design Course

What TS is and what it is not?

- Team Science is not just a multi-investigator agreement to research the same problem or question (i.e., typical collaboration)

- It is not just interdisciplinary research

- It is not distributed effort on different workpackages to solve the same problem (i.e., distributed computing)

- Team Science is a "***transdisciplinary***" approach to solving complex problems that integrates and aligns expertise and technologies around a shared vision with common expectations.

Factors Driving Team Science

- Complexity (complex, not complicated problems)

- Translational research

- Tenuous funding environment

- Open access to Internet and cloud-based datasets

- Connectedness

- Globalization

- Need for synergistic and highly non-linear results

Case Study in Team Science

Expression of Recombinant Human Butyrylcholinesterase in *Nicotiana benthamiana* and its Postproduction *in-vitro* Glycan Redecoration

University of California at Davis Colleges of:

Biological Sciences

Engineering

Letters and Science

Agriculture and Environmental Sciences

Syria, August 21, 2013

BuChE as Bioscavanger
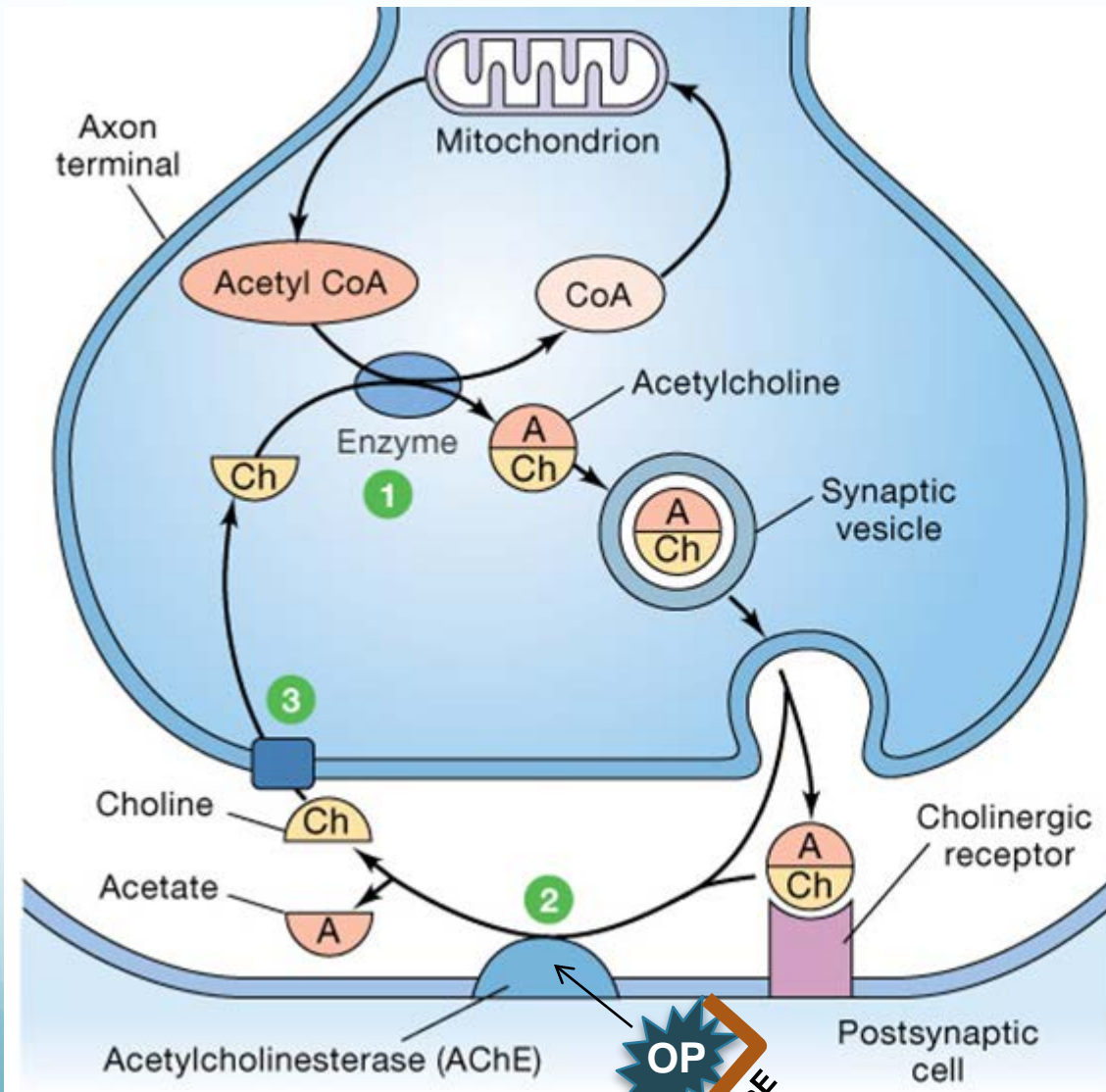
Acetylcholine (ACh) is made from choline and acetyl CoA.

In the synaptic cleft ACh is rapidly broken down by the enzyme acetylcholinesterase.

Choline is transported back into the axon terminal and is used to make more ACh.

DARPA Butyrylcholinesterase Project

- Goal: To make recombinant BuChE in plants, purify it and use *in vitro* enzymatic methods to modify the glycosylation to generate sialylated glycoforms

- Challenges:
  - Time: 12 month project, milestone oriented
  - Reporting: Monthly telecons with sponsor, quarterly reports, final report
  - Resources: budget reduction – cut one team member and reduced budgets of others, logistics for spending funds
  - Project coordination and communication: 7 faculty from 4 colleges, 2 graduate students, 3 postdocs,3 research staff members, and 1 undergraduate

Investigator Team and Workflow by Task
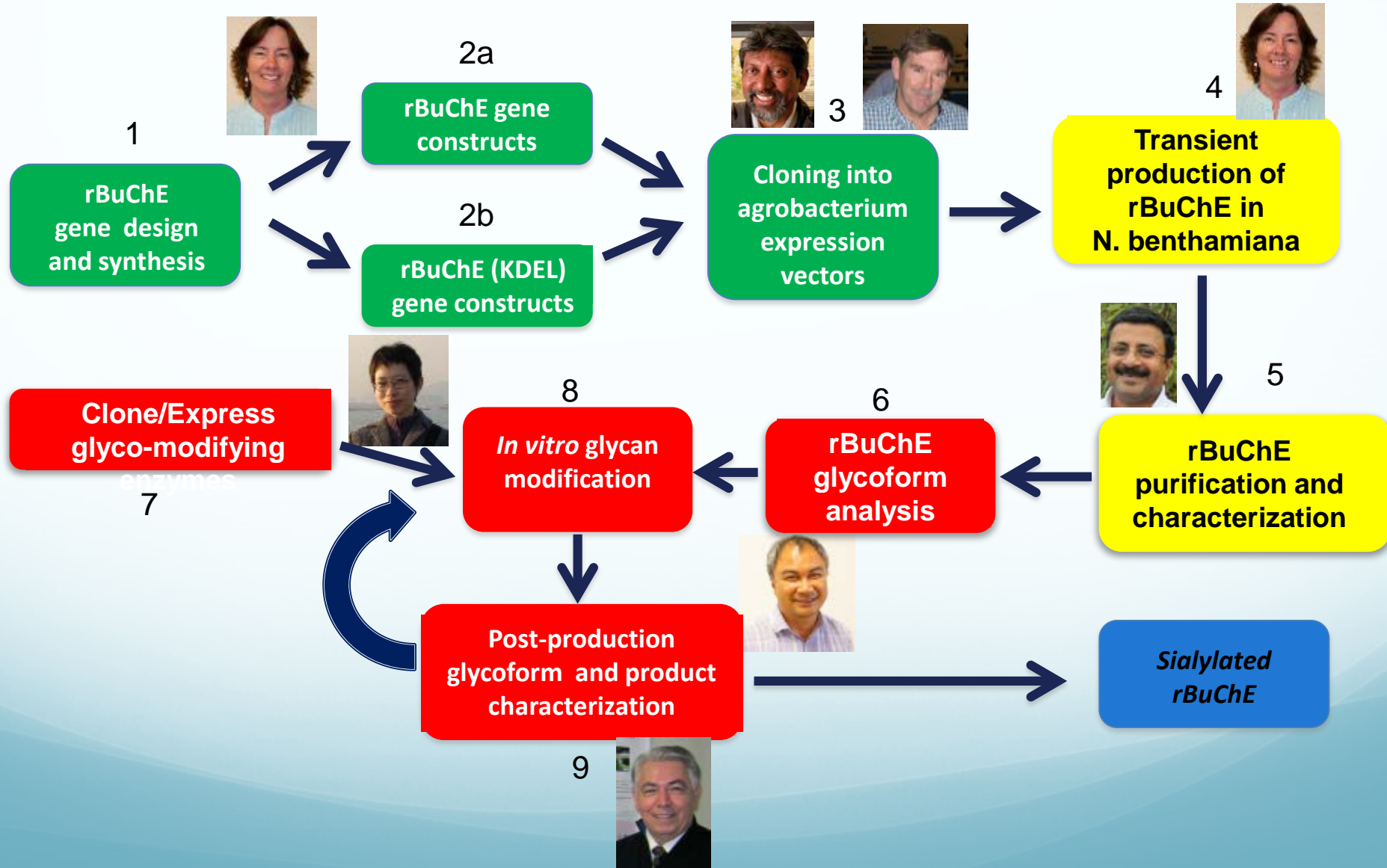
Three Steps from Multidisciplinary to Transdisciplinary (Team)Science
knowing, planning, sharing

Step 1: Knowing and understanding the problem and opportunities
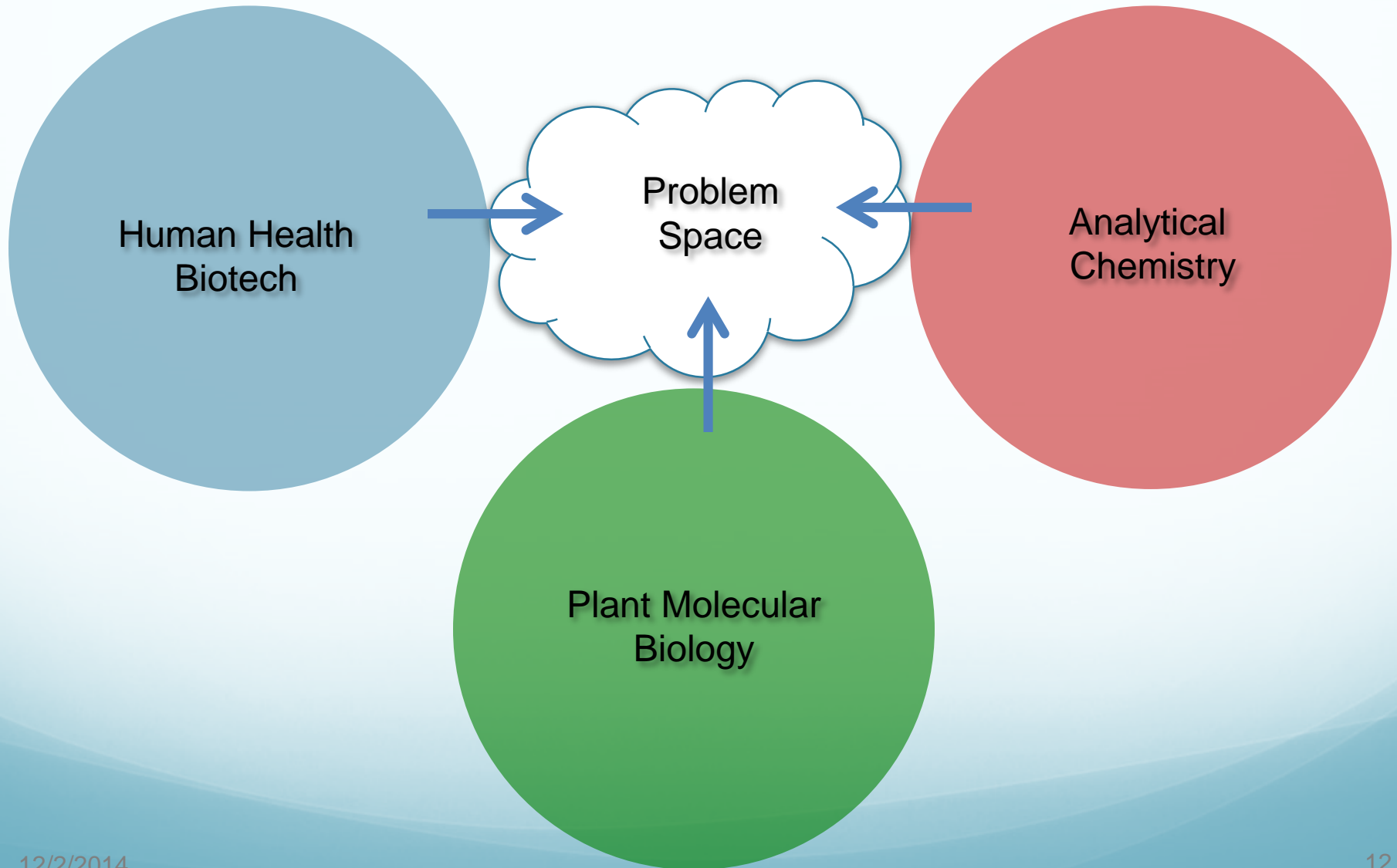
Step 2: Planning innovative ways to accomplish the objective
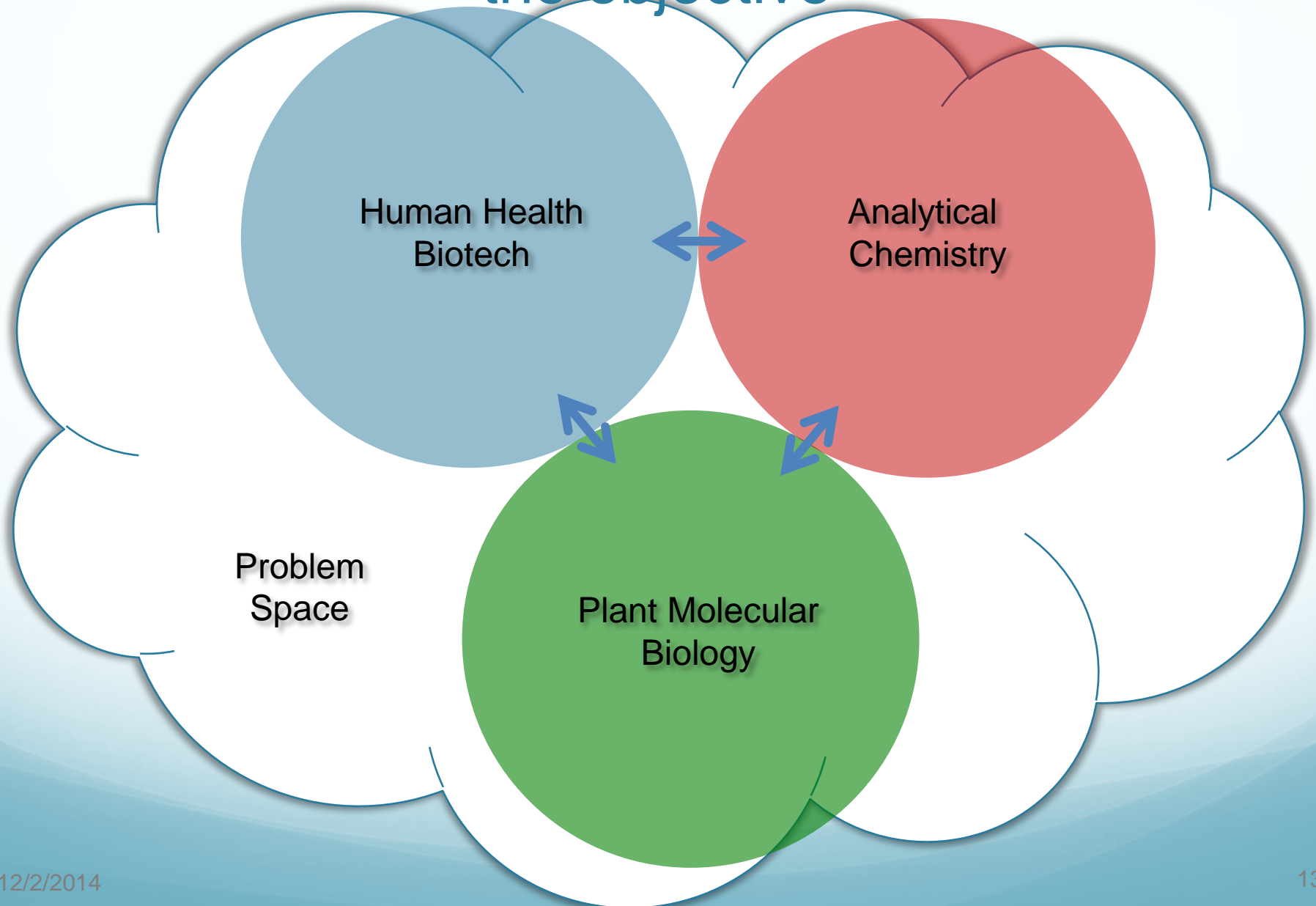
Step 3: Aligning technology and expertise around a shared vision and expectations
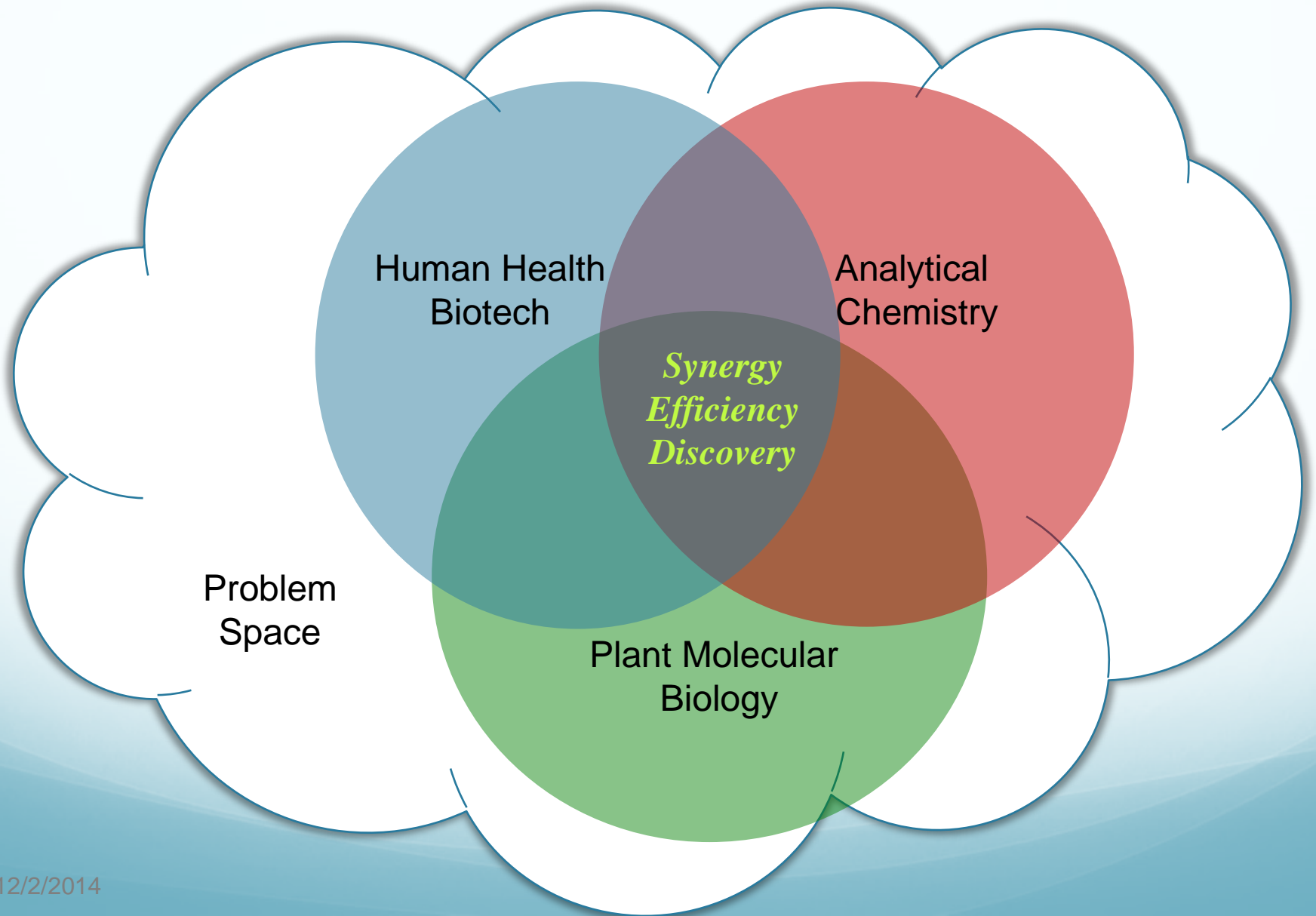
Figure A. Schematic of Bioscavanger Structure/Function Analysis*
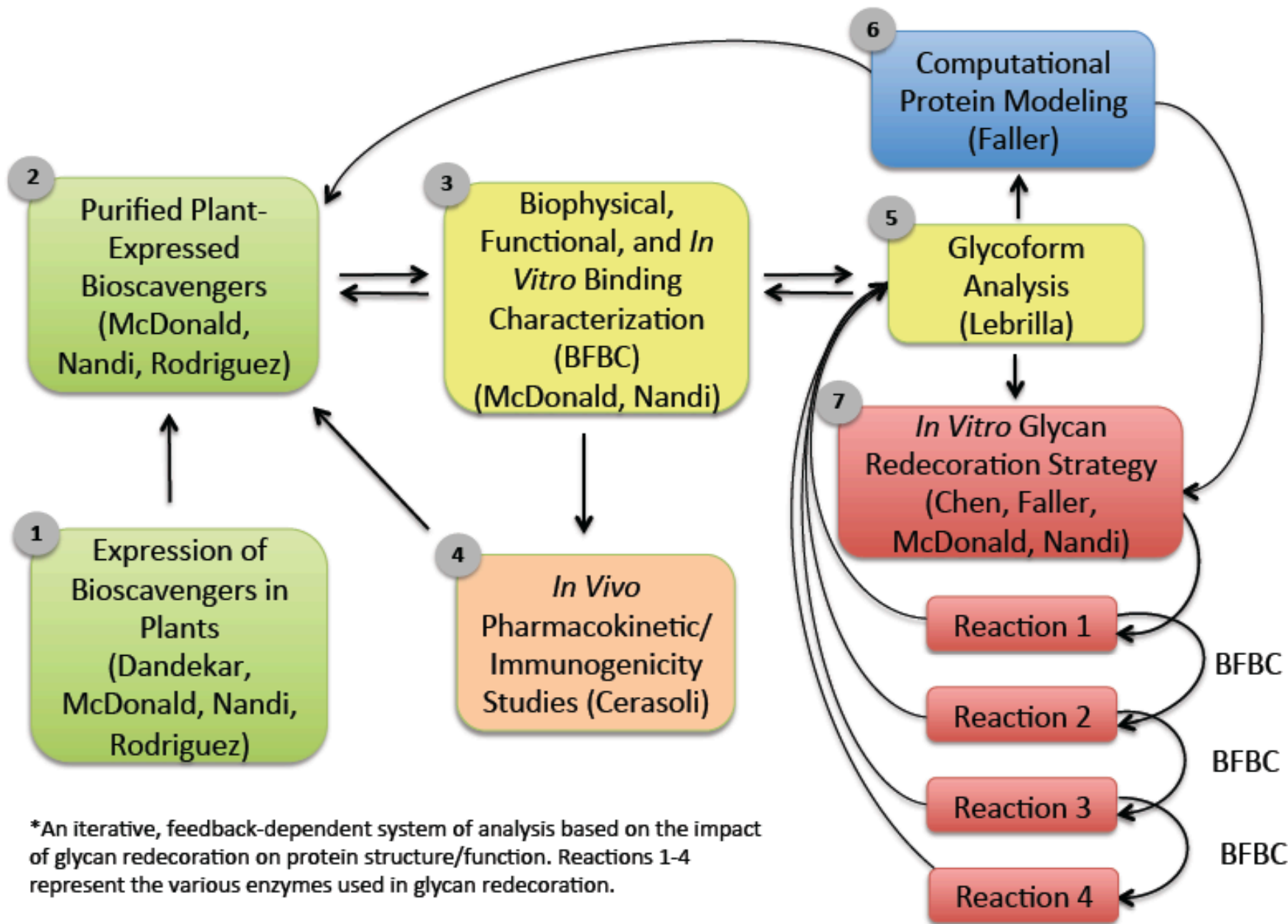
*An iterative, feedback-dependent system of analysis based on the impact of glycan redecoration on protein structure/function. Reactions 1-4 represent the various enzymes used in glycan redecoration.

15

Team Science does not happen spontaneously or come easily!
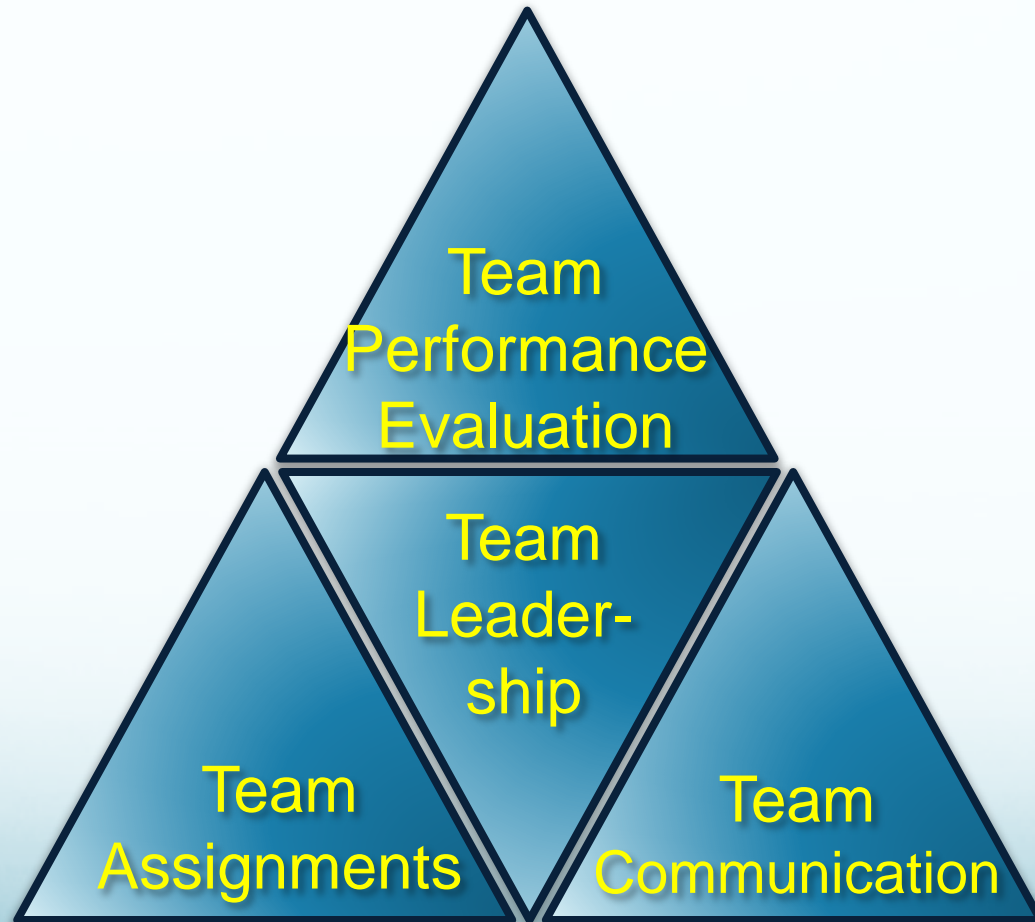
Fact and Fiction of Team Science Leadership

- Fiction: Collaboration = Consensus
  - "In order for us to effectively collaborate we must always be in full agreement with each other to take action."
  - My needs are opinions are equal to everyone else on the team.
  - "When we collaborate with each other, there has to be an abdication of leadership and decision-making authority is handed over to the group."

- Fact: Collaboration ≠ Consensus
  - Effective TS does not require 100% agreement
  - Effective TS does requires visionary leadership that is flexible, fair and competent
  - Effective TS has goals that transcend individual needs, ambitions and affiliations

Three Common Styles of Team Leadership

- Command and Control:
  - Emphasis on speed and strict adherence to standard operating procedures (SOPs)

- Consensus:
  - All members have equal authority. Emphasis is on buy-in (getting members to share relevant knowledge for the greater good) not on speed or quality

- Collaborative:
  - Found in dispersed cross-functional networks where designated team or project leaders have decision making authority. Emphasis on information sharing, discovery and quality over speed.

Nuanced TS Leadership is a Mixture of Leadership Styles

- Command and Control:
  - Ability to make difficult resource decision and mid-course adjustments to the project
  - Ability to meet milestones and deadlines

- Consensus Leadership
  - Ability to achieve buy-in from members who already have productive and well-funded research programs
  - Encourages feedback and self-evaluation

- Collaborative Leadership
  - Ability to bring the best minds and highly specialized technologies to bear on difficult, complex problems

Assigning Responsibilities

Subtask #	Task	Team Members	Time line											
			Aug 2012	Sept 2012	Oct 2012	Nov 2012	Dec 2012	Jan 2013	Feb 2013	Mar 2013	Apr 2013	May 2013	Jun 2013	Jul 2013
0	Start growing *N. benth*	BF	X	X	X	X	X	X	X	X	X	X	X	
1	Produce and purify plant-made AAT for practice	KM, SN, SA	X	X										
2	Gene and vector design	KM, SN, MP, AD, BF, MH	X	X										
3	Gene and Vector synthesis (outside)	AD		X	X									
4	Expression vector construction and confirmation	AD, BF, MH, MP			X	X								
5	Generation of recombinant agrobacteria	AD, BF, MH, MP				X								
6	rBuChE expression and activity verified in crude extracts	KM, SN, SA, MH, AT				X	X	X	X	X	X	X	X	
7	Production and purification (including purification process development) of functional rBuChE at µg level for initial characterization and *in vitro* modification, ultimately produce and purify 1 - 2 mg	KM, SN, CL, RLR, AG, SA, AT				X	X	X	X	X	X	X	X	
8	Basic biochemical analysis (PAGE, Western, MW, amino acid sequencing, CD, MS, HPLC profile) (outside)	CL, SN, AT						X	X	X	X	X	X	
9	Basic glycan characterizations of rBuChE before in vitro modification and hBuChE for comparison*	CL, AG				X	X	X	X	X	X	X	X	
10	Synthesize and clone genes for recombinant enzyme	XC, YL	X	X	X	X	X	X						
11	Demonstration of ability to replace and add galactose and sialic acid residues to rBuChE glycans at mg scale	XC, YL, CL, AG				X	X	X	X	X	X	X	X	X
12	Demonstration of homogeneous sialylated glycoforms	XC, YL, CL, AG								X	X	X	X	X

BF: Bryce Falk; AD: Abhaya Dandekar; CL: Carlito Lebrilla; XC: Xi Chen; RLR: Ray Rodriguez; KM: Karen McDonald; SN: Somen Nandi; SA: Salem Al-Kanaimsh; MY: My Phu; AG: Andres Guerrero; AT: Aye Tu; YL: Yanhong Li; MH: MinSook Hwang

Is TS Appropriate for Graduate Students, Postdoctorals and Junior Faculty?

TS and Career Development

- Independence:
  - TS participation can make it difficult to develop one's reputation as a independent investigator.
  - Multi-author publications, even in high-impact journals, can obscure ones contribute to the project.
  - Establishing one's creativity, originality and independence is essential for career advancement. This should be a concern for the TS leader.

- Authorship:
  - Assigning authorship can be challenging because the regular criteria for this process is complicated by TS dynamics

- Benefits of TS:
  - Participation in a TS project can be a rewarding and life changing experience, if managed properly. Excellent opportunity to network and interact with science leaders on problems of great importance.

Building a Team and Team Communication

Professor Karen McDonald

Identifying Collaborators and Building a Team

- TRANSDISCIPLINARY RESEARCH TEAMS

  Desirable Attributes

  - Essential and complementary expertise
  - Passion (and time) for the project
  - Good person – someone you want to be around and enjoy bouncing ideas off of
  - Good teacher – someone who will spend time explaining things to you
  - Good listener - provides constructive criticisms/critiques
  - Contributor
  - Upbeat/optimistic
  - Sense of humor
  - Moderate ego – team player

  Methods

  - Network, network, network
  - Sit in on classes outside of your area
  - Seminars/seminar visitors
  - Funding opportunities – grant proposal writing

DARPA Butyrylcholinesterase Project

❑ Organophosphorus nerve agents (OPs) are considered to be likely weapons for use both in military and terrorist attacks

❑ OPs are relatively easy to produce in quantity, and can effectively be used to inflict harm

❑ Human butyrylcholinesterase is an effective prophylactic bioscavenger **but**
  - Stoichometric binding 1:1 requires **large doses** (400mg)
  - **High cost** from donated plasma ($10,000/dose)
  - **Complex protein** – 340kDa tetramer, highly glycosylated
  - Recombinant versions to date lack human-like glycosylation and have **reduced circulatory half life**

Selected "Performers"

UCDAVIS
UNIVERSITY OF CALIFORNIA

Plant Form

KBP
KENTUCKY BIOPROCESSING
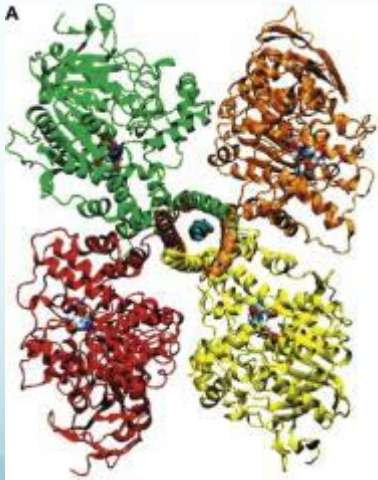
DARPA Butyrylcholinesterase Project

- Positive outcomes:
  - Tremendous learning experience
  - Contribution to science and an important problem - demonstrated in vitro enzymatic sialylation of plant made BuChE
  - New proposals and follow on projects with other sponsors
  - Expansion of team to include computational expertise
  - Joint posters and publications
  - Incorporation into undergraduate teaching

NSF Integrative Graduate Education and Research Traineeship (IGERT)

"The IGERT program has been developed to meet the challenges of educating U.S. Ph.D. scientists and engineers who will pursue careers in research and education, with the interdisciplinary backgrounds, deep knowledge in chosen disciplines, and technical, professional, and personal skills to become, in their own careers, leaders and creative agents for change.

The program is intended to catalyze a cultural change in graduate education, for students, faculty, and institutions, by establishing innovative new models for graduate education and training in a fertile environment for collaborative research that transcends traditional disciplinary boundaries. It is also intended to facilitate diversity in student participation and preparation, and to contribute to a world-class, broadly inclusive, and globally engaged science and engineering workforce."

NSF Program Synopsis

Identifying Collaborators and Building a Team

- TRANSDISCIPLINARY GRADUATE TRAINING TEAMS

  Additional Desirable Attributes
  - Good mentors
  - Good funding record
  - Champion of diversity, inclusiveness
  - Selflessness
  - Responsiveness/persistence
  - Strategic partners off campus

  Methods
  - Start with a small group (PI/Co-PIs) to develop vision, define theme and develop ideas for training components
  - Share vision with broader group of faculty to gauge interest, refine ideas, recruit trainers
  - Utilize expertise of Research Development staff!!
  - Talk to graduate students, post-docs and other faculty
  - Identify faculty who give their time to graduate program activities
  - Develop networks off campus with other academics and industry

The importance of persistence!!!!

February 2004 Initiated Proposal Development

April 2004 Preliminary Proposal #1 Submitted

July 2004 Invited!!

August 2004 Seven UCD preproposals invited – only 3 allowed

Sept 2004 Selected to go forward

October 2004 Full Proposal #1 Submitted

February 2005 Preliminary Proposal #2 Submitted

March 2005 Full Proposal #1 Reviews

May 2005 Invited!!

June 2005 Four UCD preproposals invited

June 2005 Selected to go forward

August 2005 Full Proposal #2 Submitted

February 2006 Full Proposal #2 Reviews

February 2006 Limited Submission Preproposals Due

February 2006 Selected to go forward

March 2006 Preliminary Proposal #3 Submitted

June 2006 Invited!!

Sept 2006 Full Proposal #3 Submitted

August 2007 Awarded!!!

A multi-institutional IGERT with an international component:

Tuskegee University

University of California at Davis

National University of Ireland, Maynooth

Teagasc Oak Park Research Center, Carlow

University College Dublin

National University of Ireland, Galway

The CREATE-IGERT graduate training program integrates:

- Plant sciences

- Cellular and molecular biology

- Engineering

Funded 27 students at UCD and TU over the past 6 years!
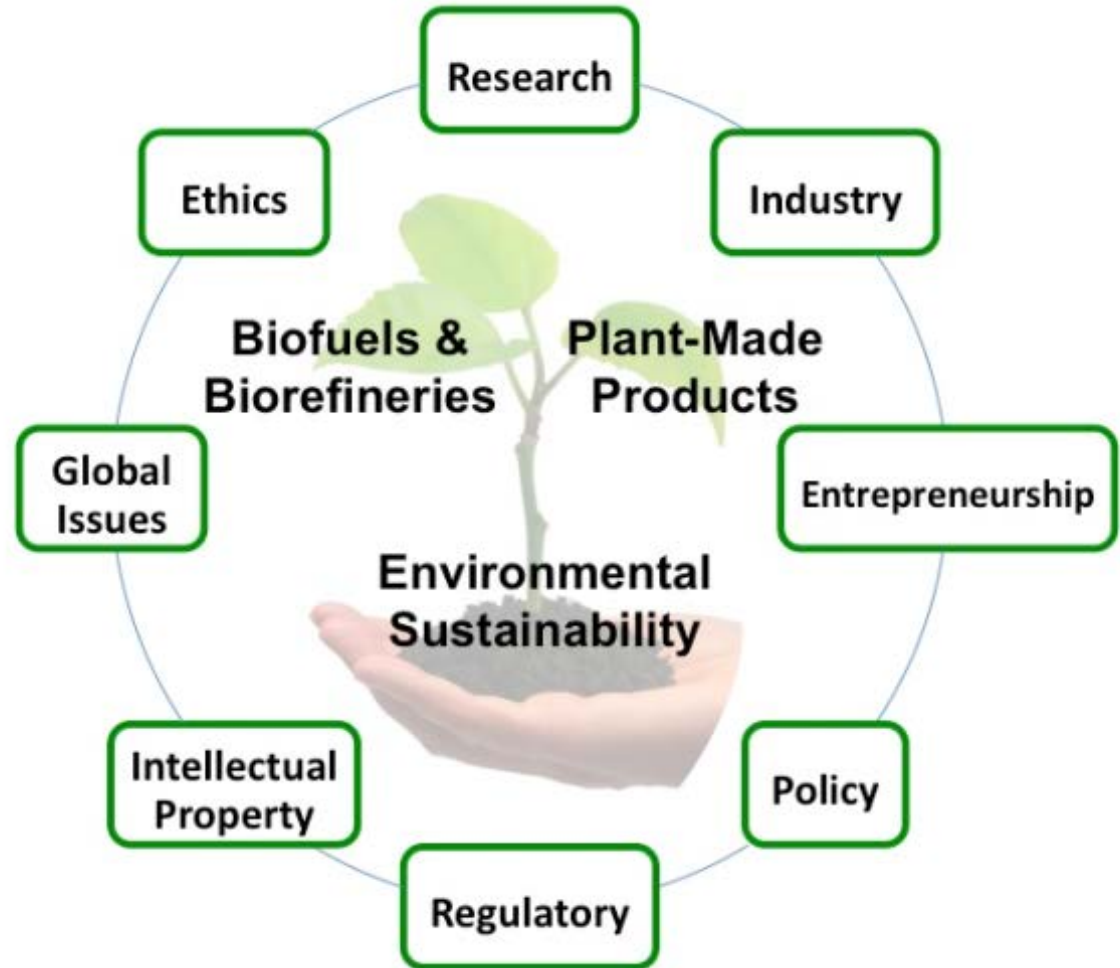
CREATE-IGERT Faculty Trainers

34 faculty trainers from 7 colleges/schools

Biological and Agricultural Engineering (Engineering)
- Julia Fan
- Tina Jeoh
- Bryan Jenkins
- Jean VanderGheynst

Biomedical Engineering (Engineering)
- Michael Savageau

Chemistry (MPS)
- Carlito Lebrilla

Chemical Engineering and Materials Science (Engineering)
- Karen McDonald

Food Science and Technology (CAES)
- Bruce German
- Nitin Nitin
- Sharon Shoemaker

Integrative Biosciences (TU)
- Clayton Yates
- C. S. Prakash
- Jesse Jaynes
- Marcia Martinez
- Marceline Egnin
- Ramble Ankumah

Medical Microbiology and Immunology (Med)
- Satya Dandekar

Microbiology (CBS)
- Rebecca Parales

Molecular and Cellular Biology (CBS)
- Ray Rodriguez

Pathology, Microbiology and Immunology (Vet Med)
- Tilahun Yilma

Plant Biology (CBS)
- Katie Dehesh
- John Labavitch
- Clark Lagarias
- Bo Liu
- Steve Theg

Plant Pathology (CAES)
- Gitta Coaker
- Bryce Falk
- Martina Newell-McGloughlin
- Pam Ronald

Plant Sciences (CAES)
- Dianne Beckles
- Eduardo Blumwald
- Abhaya Dandekar
- Daniel Kliebenstein
- Richard Michelmore
- David Neale
- John Yoder

COLLABORATIVE RESEARCH & EDUCATION in AGRICULTURAL TECHNOLOGIES & ENGINEERING

CREATE-IGERT aims to train PhD students in these **integrative skill sets**:

1) Desire and ability to work in **interdisciplinary research teams.**

2) Frequent and **effective communication** between research team members.

3) Establishment of a **common ground** (a common set of scientific principles and laboratory skills to build upon).

4) **Deep knowledge** in one's own field coupled with **broad exposure** in related areas.

5) A commitment to **teach others** outside one's field as well as a desire to **learn from others** outside of their field.

6) **Creativity** and "out of the box" thinking.

7) **Ethical and responsible conduct** in research, development and business.

8) An understanding of the **global impact**, as well as different needs and/or perspectives on the technology in different parts of the world.

Contributors

- Guest Lectures
- Seminars/Workshops
- Equipment Donations
- Plant Tours
- Internships
- Grant Applications
- External Advisory Board
- Research Funding

CREATE IGERT Project

- **Goals:**

1) Develop a framework for interdisciplinary graduate training at the interface of plant science, biotechnology, and engineering

2) leading to new scientific knowledge to move the fields of biofuels/biorefineries, plant-made products and environmental sustainability,

3) attract, recruit, retain and graduate a diverse cohort of doctoral students,

4) cultivate the integrative skill set in graduate students as well as faculty trainers.

- Challenges:
  - Project coordination particularly with international and university partners
  - Unrealistic expectations for international internships
  - Varying levels of faculty participation in training activities

CREATE IGERT Project

Highlights:

- New joint research projects among trainers, co-supervised students

- Interdisciplinary training helped students achieve diverse career goals (faculty positions, AAAS fellowship in plant biotechnology regulatory policy, industry positions, entrepreneur)

- Many new extramural projects have been funded (NSF, DARPA, NSF REU, NSF GK-12) and subteams continue to write joint proposals (STC, ERC, PFI, REU, DOE, USDA, NSF)

- Industrial internships continue (required by DEB at UCD and IBS at TU) as well as joint proposals with industry colleagues, TU and international partners

Team Communication: DARPA Project

- ## TRANSDISCIPLINARY RESEARCH TEAMS

  Project management related: within the team
  - Smartsite: Web based data repository, documents, mailtool, calendar
  - Monthly meetings prior to telecon and then after telecon, weekly subgroup meetings
  - Gantt chart updates
  - Email

  Project management related: outside of the team
  - Single point of communication with sponsor
  - Group presentations
  - Coordinated requests

Team Communication: IGERT

- ## TRANSDISCIPLINARY GRADUATE TRAINING TEAMS

  Project management related: within the team
    - Smartsite: Web based data repository, documents, mailtool, calendar
    - Website
    - Listserves/Email
    - New trainee orientation, meeting prior to annual reporting
    - Annual retreat and Distinguished Lecture
    - Mid-project "Self Study Report"

  Major challenge – keeping all participants, stakeholders, international partners up to date

Toolbox Session with IGERT Team

Michigan State University, University of Idaho,

**Boise State University,
University of Alaska, Anchorage & the National Science Foundation**

http://www.cals.uidaho.edu/toolbox/index.asp

- **A workshop and survey tool to help researchers in a team comprised of members from different disciplines to understand differences in the way they approach science, what they value, what they think is important, etc.**

Toolbox Experience

- Interdisciplinary team comprised of 2 PhD students (Immunology and Chemical Engineering), Postdoc (Bio and Ag. Engr) and Faculty Member (Engineering)

- Goal: Increase self awareness and mutual understanding about participant's assumptions, expectations and values related to scientific research

- Methodology: Pre-questionnaire, facilitated discussion of responses, post-questionnaire

- Deliverables: Toolbox Profile, a collection of documents that serves as a record of the workshop experience including pre and post-questionnaire responses, transcript of discussion, facilitator observations and personalized list of references

Toolbox Findings

- Identified fundamental differences between the way research is conducted in different fields - value and importance of
    - Clearly stated hypotheses
    - Quantitative vs qualitative studies
    - Basic versus fundamental versus applied research
- "We had not really discussed these issues in the past but just forged ahead on our project"
- "For collaboration to work well, everyone must get something out of it and it helps to know what they think is important, worthwhile, and of value to their career."

Summary

- Team science is an emerging trend for solving complex, multivariate problems that require diverse skillsets, knowledge and technologies.

- Successful TS project are characterized by:
  - Clearly defined objectives, goals and milestones
  - Goals that transcend individual needs, ambitions and affiliation
  - A project manager with broad technical knowledge and managerial skills (a skilled accounts manager is also good).
  - Nuanced leadership that provides vision, promotes buy-in from all stakeholders, encourages feedback and is capable of making hard decisions.
  - Leaders with integrity, communication and motivational skills and the use of consensus leadership to engage all stakeholders

Women Faculty and STEM – Where do we stand?

Part 1 – Global Trends & the STEM Doctoral "Pipeline"

Dr. Denneal Jamison-McClung, Program Coordinator, UC Davis ADVANCE; Associate Director, UC Davis Biotechnology Program; Director, Institute for Food & Agricultural Literacy – UC Davis World Food Center

Part 2 – University of California - Women Faculty in STEM

Dr. Karen McDonald, Faculty Director, UC Davis ADVANCE, Professor of Chemical Engineering and Materials Science

"Inclusive Science is Better Science"

Global STEM Workforce and Doctoral Pipeline

LEGO Research Institute - paleontologist, astronomer and chemist

Research Workforce, by Region (2010, or latest data)

Female	Male	Region
20%	80%	East Asia, Pacific
20%	80%	South and West Asia
29%	71%	Sub-Saharan Africa
32%	68%	North America/Western Europe
38%	62%	Arab States
40%	60%	Central and Eastern Europe
44%	56%	Latin America, Caribbean
46%	54%	Central Asia
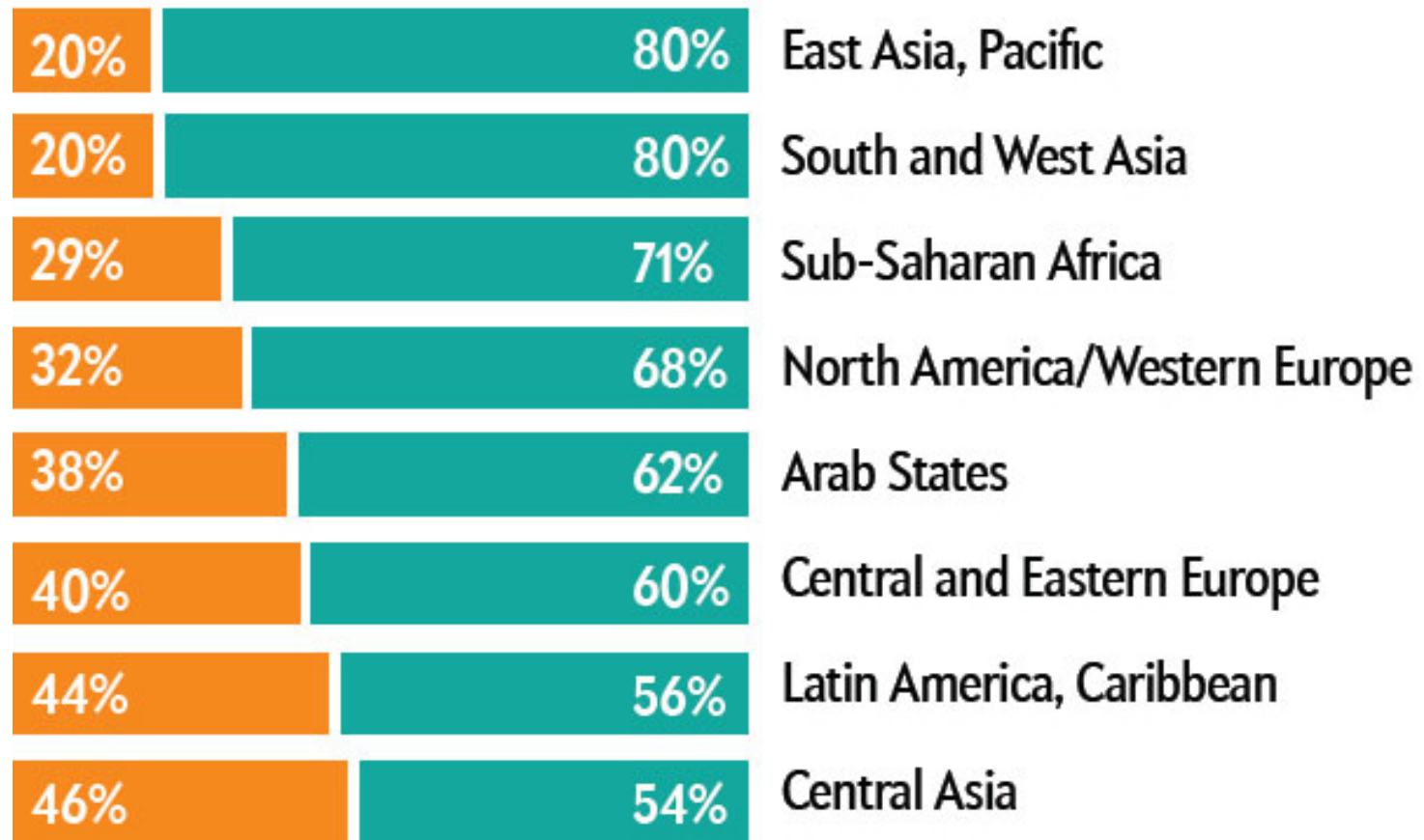
http://www.scientificamerican.com/article/diversity-in-science-where-are-the-data/

Scientific American v. 311, Issue 4

http://www.scientificamerican.com/article/how-nations-fare-in-phds-by-sex-interactive/
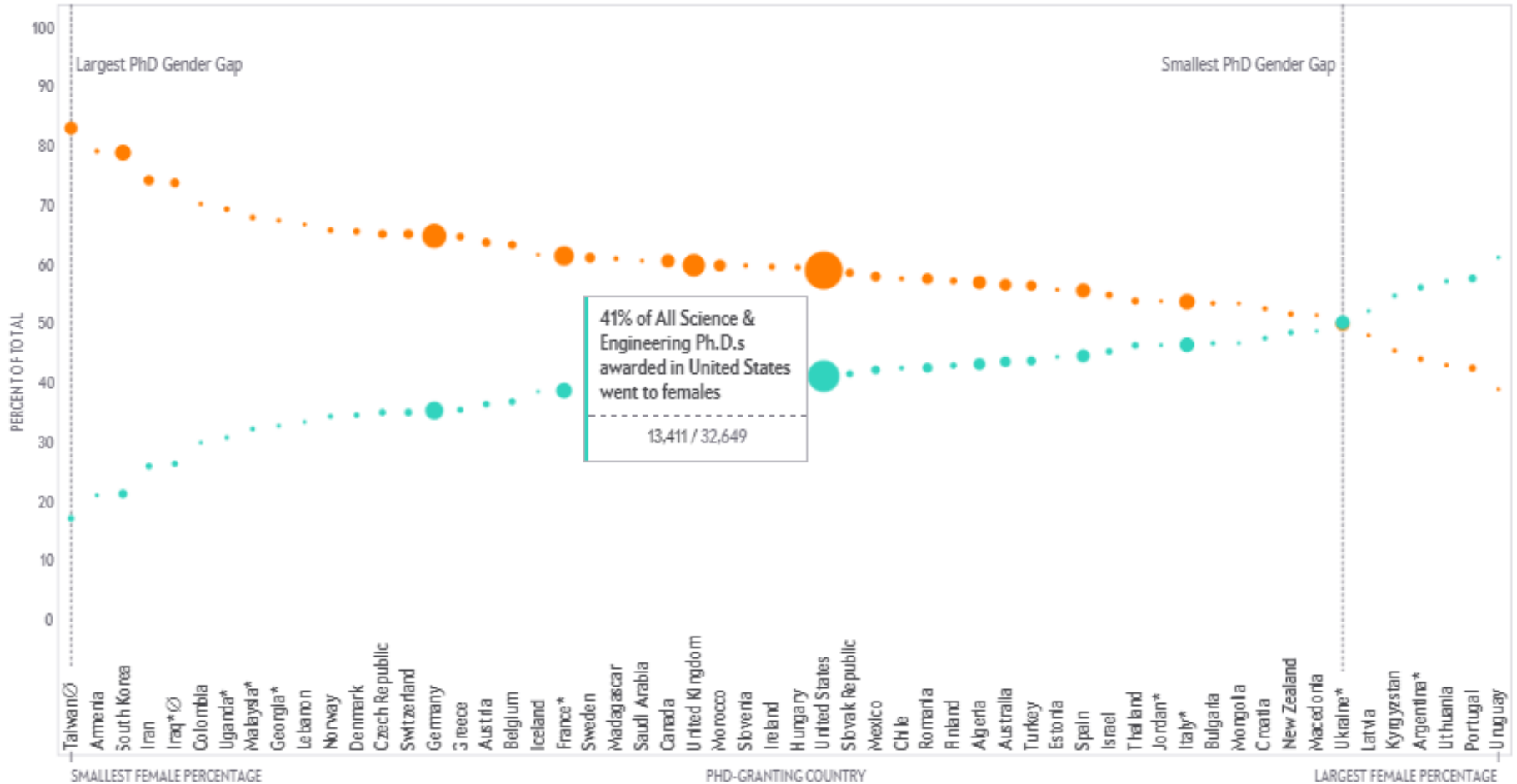
Global PhDs Gender Gap (2010)
Scientific American v. 311, Issue 4

- In the United States, 41% all Science and Engineering PhDs were awarded to women, 59% to men

~US or less women S&E PhDs:

- 36-40% women, 60-64% men
  - Austria, Belgium, Iceland, France, Sweden, Madagascar, Saudi Arabia, Canada, UK, Morocco, Slovenia, Ireland, Hungary

- 30-35% women, 65-70% men
  - Colombia, Uganda, Malaysia, Georgia, Lebanon, Norway, Denmark, Czech Republic, Switzerland, Germany, Greece

- Largest global gaps:
  - Taiwan – 17% women, 83% men
  - Armenia and South Korea – 21% women, 79% men
  - Iran and Iraq – 26% women, 74% men

Global PhDs Gender Gap (2010)
Scientific American v. 311, Issue 4

- In the United States, 41% all Science and Engineering PhDs were awarded to women, 59% to men

~US, parity or more women S&E PhDs:

- Same as US – Ireland, Hungary

- Range of ~42-49% women, ~51-58% men
  - Slovak Republic, Mexico, Chile, Romania, Finland, Algeria, Australia, Turkey, Estonia, Spain, Israel, Thailand, Jordan, Italy, Bulgaria, Mongolia, Croatia, New Zealand, Macedonia

- Parity!
  - Ukraine - 50% women, 50% men

- More PhDs going to women:
  - Latvia - 52% women, 48% men
  - Kyrgyzstan – 55% women, 45% men
  - Argentina – 56% women, 44% men
  - Lithuania – 57% women, 43% men
  - Portugal – 58% women, 42% men
  - Uruguay – 61% women, 39% men

U.S. (2010)

Resident Population (ages 18–64)

Science and Engineering Workforce

White female 32.2%

51% White male

White male 32.1%

18% White female

Hispanic male 8.1%

Hispanic female 7.7%

13% Asian male

Black female 6.5%

5% Asian female

Black male 5.8%

4% Hispanic male

Asian female 2.7%

3% Black male

Asian male 2.4%

2% Black female

Other female 1.3%

2% Hispanic female

Other male 1.2%

1% Other female

1% Other male

Fewer women than expected by ~14.2%

Fewer URM than expected by ~2-6%

[Report Documents Huge Shortage of Minority Women Faculty in STEM Disciplines](#)
Posted on Nov 27, 2013, Women In Academia Report. Institute for Women's Policy Research

Figure 2 / Number and Proportion of Persons with STEM Doctorates Employed as Faculty at Four-Year Colleges, Universities, and Affiliated Centers and Institutes, by Gender and Race/Ethnicity, 2010

- URM women make up 2.1% of US STEM faculty, but 13% of working age population

Pie chart values:
- 5.7% (6,400)
- 18% (19,800)
- 18% (20,500)
- 58% (65,100)

Legend:
- Women of Color
- White Women, Non-Hispanic
- Men of Color
- White Men, Non-Hispanic
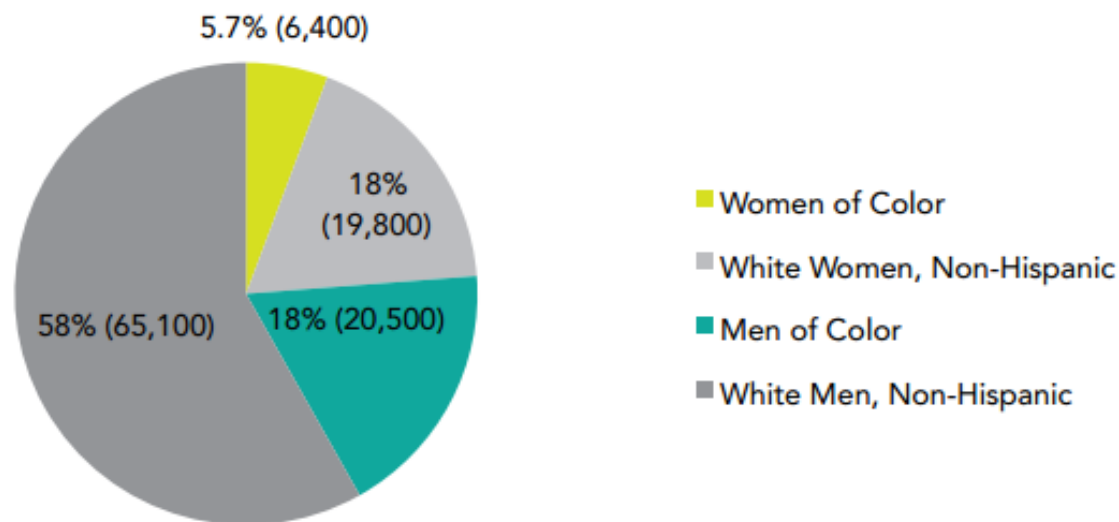
Notes: STEM fields include the biological, agricultural, and other life sciences; computer and mathematical sciences; physical and related sciences; and engineering. "Women of color" refers to those who identify as black, Hispanic, Asian American, American Indian/Alaska Native, Native Hawaiian/Pacific Islander, and those who report more than one racial category. Figures include faculty at four-year colleges or universities, medical schools (including university-affiliated hospitals or medical centers), and university-affiliated research institutes who are U.S. citizens or permanent residents who hold the position of assistant, associate, or full professor.

Source: IWPR compilation of special tabulations of data from the National Center for Science and Engineering Statistics' 2010 Survey of Doctorate Recipients provided by the National Science Foundation.

Figure 1 / Percent of All STEM Degrees Awarded to Women of Color and White Women by Degree in 1991, 2001, and 2011

Legend:
- Bachelor's Degrees, Women of Color
- Master's Degrees, Women of Color
- Doctorate Degrees, Women of Color
- Bachelor's Degrees, Non-Hispanic White Women
- Master's Degrees, Non-Hispanic White Women
- Doctorate Degrees, Non-Hispanic White Women

Data points:
- 26%
- 25%
- 24%
- 24%
- 23%
- 22%
- 21%
- 20%
- 20%
- 12%
- 12%
- 10%
- 9.8%
- 9.0%
- 7.4%
- 6.8%
- 4.9%
- 3.0%

Years: 1991, 2001, 2011
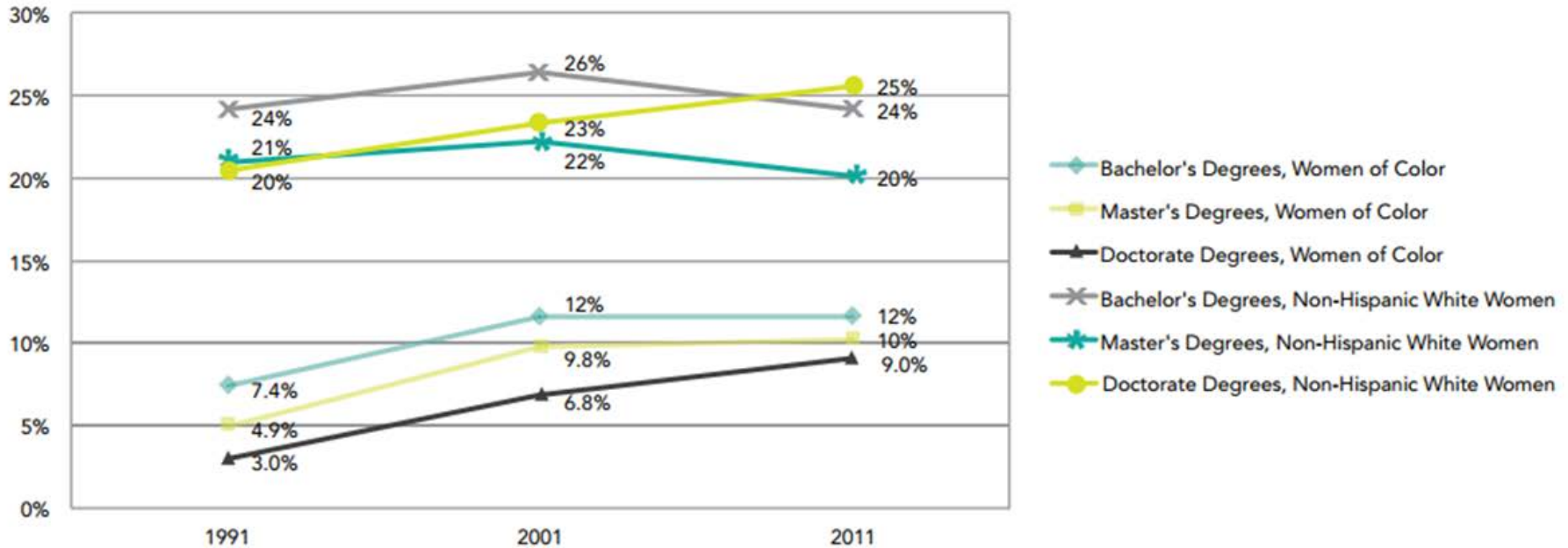
Notes: STEM here includes the agricultural sciences; biological sciences; computer sciences; atmospheric sciences, earth sciences, and oceanography; mathematics and statistics; physical sciences; and engineering. "Women of color" refers to those who identify as black (non-Hispanic), Hispanic, Asian American or Pacific Islander, and American Indian/Alaska Native. Figures include only those who are U.S. citizens and permanent residents.

Source: IWPR analysis of data from the IPEDS Completions Survey by Race (U.S. Department of Education 2013).

Institute for Women's Policy Research

Figure 19. Change in proportion of women in STEM fields by academic population
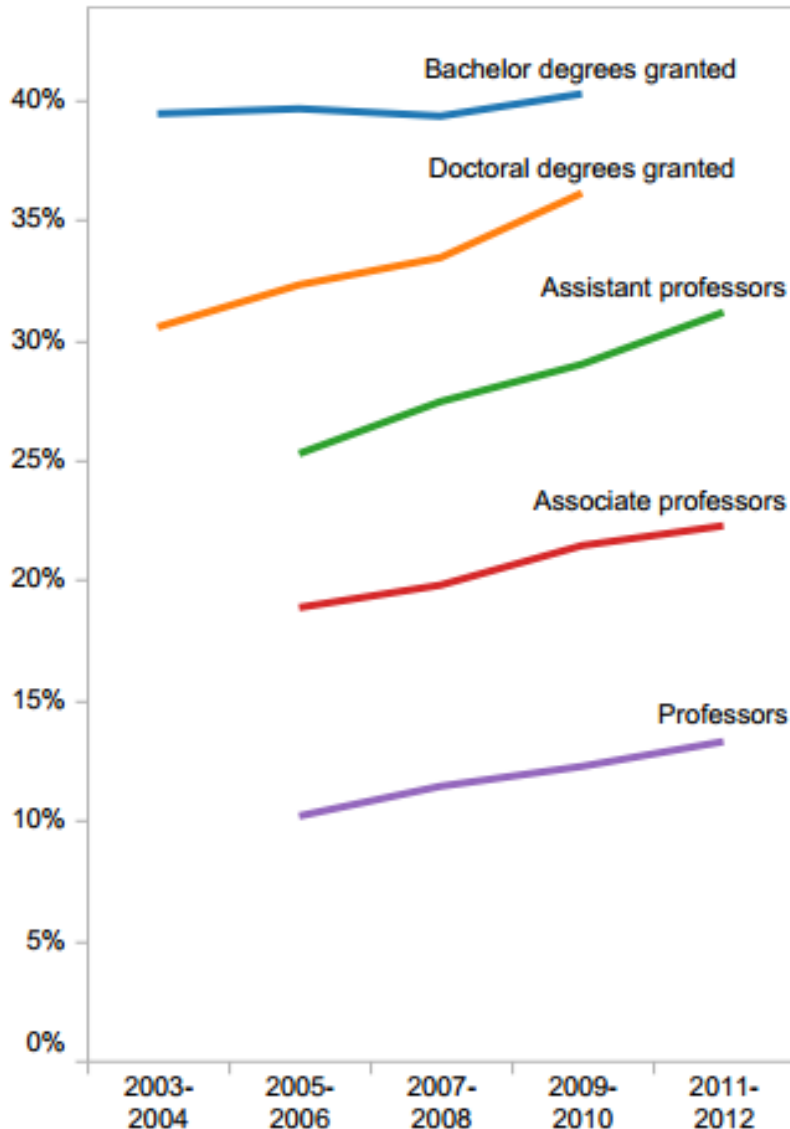
"Women in the Academic Pipeline for Science, Technology, Engineering and Math"

Association of American Universities Data Exchange (AAUDE) – April 2013

- Doctoral degree pool growing
- # of women in tenure track faculty positions growing more slowly in STEM fields
- # women assistant profs much less than full profs
- http://aaude.org/system/files/documents/public/reports/report-2013-pipeline.pdf

Nature vs Nurture: Girls and STEM
Nature Soapbox Blog – Sep 4, 2014
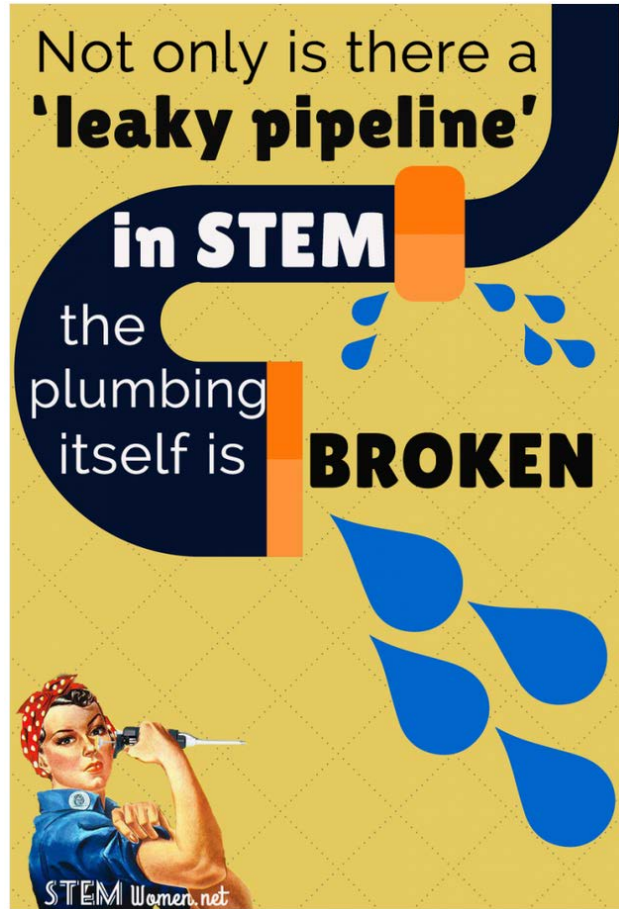
- the "nurture" side of the equation is causing the leaky pipeline

- Solutions
  - Diversity training for hiring/admit committees
  - Mentorship programs for women
  - Combat stereotype threat

http://blogs.nature.com/soapboxscience/2014/09/04/nature-vs-nurture-girls-and-stem

Diversity Leads to Success in Higher Education

Posted: 09/30/2014 8:24 pm EDT | Updated: 09/30/2014 8:59 pm EDT

When the White House proclaimed the third week in Se[p]
Serving Institutions Week," it articulated why we are wo[r]
University of California, Davis to secure that designation
Education.

"Our nation can strengthen our economy and have the h[igh]
graduates in the world by 2020," President Obama's pro[
achieving this goal will require us to unlock the full tale[nt
student."

In California, where growth in the Latino population rec[
largest ethnic group, we are acutely aware of this impera[

That's why
partners t[
Serving In[

-UC Davis will be a Hispanic Serving Institution by 2018-2019 (25% of undergrad enrollment)

-Current incoming 2014-2015 undergrads are ~23.5% Hispanic (were 18.5% in 2013-2014, 14% in 2009-2010, 11% in 2005-2006)

-California HS grads will be 50%+ Hispanic by 2050. Currently, 50%+ kids in K-12 are Hispanic

-Efforts underway to increase diversity in UC Davis faculty, with focus on Latinas and Hispanic Women

http://www.huffingtonpost.com/linda-katehi/diversity-leads-to-succes_b_5908624.html?utm_hp_ref=tw

In 1970, STEM workers earned 12 percent more than non-STEM workers.

By 2012, that premium { **GREW TO 21%** }

{CHANGE THE EQUATION} **STEM**tistics WORKFORCE

Progress in Number of Women in Science & Engineering Careers
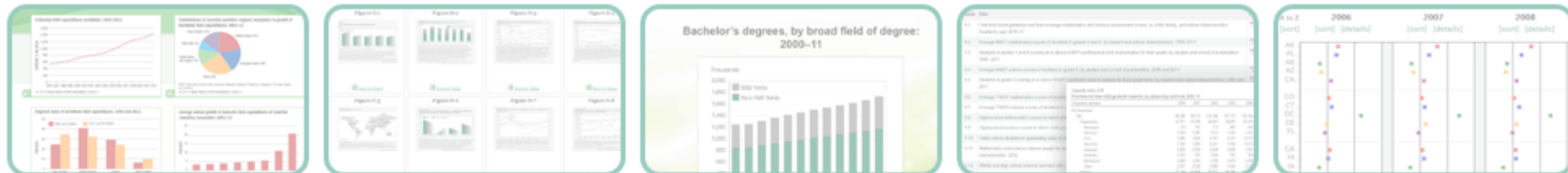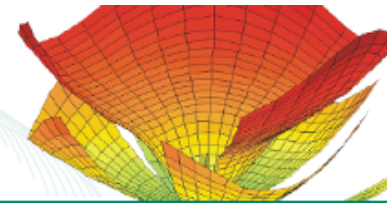
Trends over 17 yrs – comparing NSF data from 1993 to 2010

http://www.nsf.gov/statistics/seind14/index.cfm/home

Women in the workforce and in S&E: 1993 and 2010
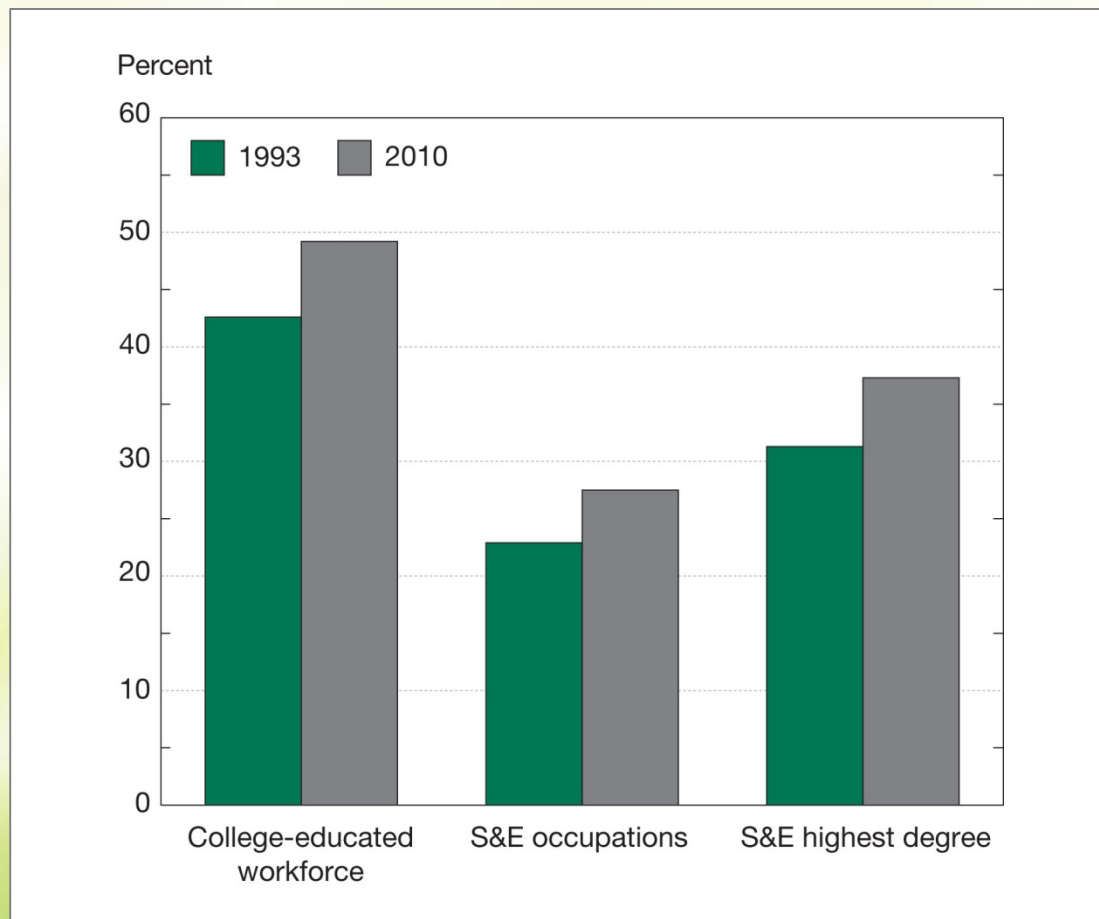
Women in S&E occupations: 1993–2010
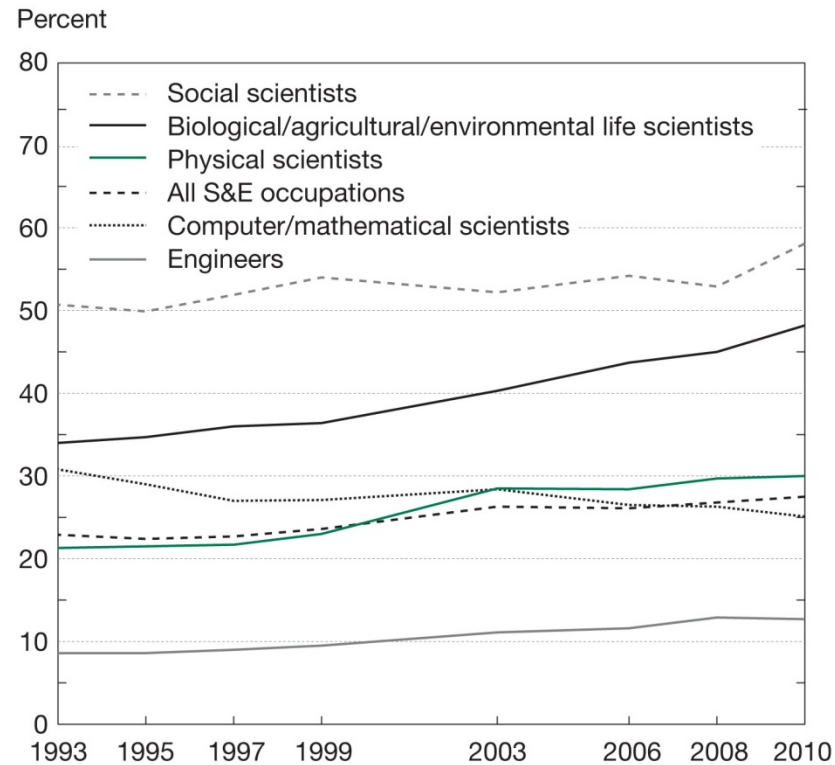
US Employment Data for STEM PhDs

- 2013 NSF data – unemployment for doctoral scientists and engineers is below the national average http://www.nsf.gov/statistics/infbrief/nsf14317/

Demographics

- Women continue to represent a growing share of doctorate holders, rising to 32.9% of all SEH doctorate holders in February 2013, from 31.5% in October 2010 and 30.2% in October 2008.

- In 2013, the labor force participation rate among SEH doctorate holders was 89.1% for women, compared with 87.2% for men (table 3).

- Female SEH doctorate holders were less likely than their male counterparts to be employed full time in 2013 (72.7% of women, 77.5% of men) and more likely not to be seeking work (3.7% of women, 0.8% of men).

- Female SEH doctorate holders, who as a group are younger than male SEH doctorate holders, were also less likely than their male counterparts to be retired (7.2% of women, 12.1% of men).

- In contrast, the proportions of female and male doctorate recipients who reported themselves as unemployed in February 2013 were not significantly different (2.0% of women, 1.7% of men).

TABLE 1. Number in labor force and unemployment rate for scientists and engineers with U.S. doctoral degrees, by field of doctorate: Selected years, 2001–13

http://www.nsf.gov/statistics/infbrief/nsf14317/#tab1

Field of doctorate	2001	2003	2006	2008	2010	2013
	Number in labor force					
All SEH fields	**582,500**	**606,300**	**630,300**	**670,200**	**709,700**	**735,900**
Biological, agricultural, and environmental life sciences	142,400	148,800	158,200	167,600	179,600	187,700
Computer and information sciences	10,900	12,300	13,700	16,300	19,400	22,200
Mathematics and statistics	26,300	29,000	29,500	31,200	32,500	33,000
Physical sciences	113,200	115,700	115,800	119,900	124,400	125,600
Psychology	89,600	93,000	97,500	101,000	104,200	106,600
Social sciences	77,200	79,600	81,000	85,100	88,700	90,200
Engineering	101,300	104,400	108,000	119,800	129,100	136,300
Health	21,500	23,600	26,500	29,300	31,800	34,200
	Unemployment rate (percent)[a]					
All SEH fields	**1.3**	**2.1**	**1.4**	**1.7**	**2.4**	**2.1**
Biological, agricultural, and environmental life sciences	1.1	2.0	1.4	1.9	2.2	2.2
Computer and information sciences	0.9	2.4	1.4	1.2	2.1	1.8
Mathematics and statistics	1.5	2.4	1.0	1.0	1.5	1.2
Physical sciences	1.7	2.5	2.1	2.4	3.5	2.7
Psychology	0.8	1.7	0.9	1.3	1.7	1.6
Social sciences	1.3	1.5	1.0	1.3	1.9	1.9
Engineering	1.7	2.7	1.4	1.8	2.8	1.9
Health	0.5	1.3	0.7	1.0	1.9	2.0

TABLE 3. Employment status of scientists and engineers with U.S. doctoral degrees, by sex, ethnicity, race, and citizenship: 2013 (Percent)

Sex, ethnicity, race, and citizenship	Total (number)	In labor force					Not in labor force		
		All	Working for pay or profit			Unemployed[a]	All	Retired	Not working, not seeking work
			All working	Full time	Part time				
All U.S. SEH doctorate holders	**837,900**	87.8	86.0	76.0	10.1	1.8	12.2	10.4	1.7
Sex									
Male (67.1%)	**562,400**	87.2	85.5	77.5	7.9	1.7	12.8	12.1	0.8
Female (32.9%)	**275,500**	89.1	87.1	72.7	14.4	2.0	10.9	7.2	3.7
Ethnicity and race									
Hispanic or Latino (3.4%)	28,800	93.8	92.0	81.9	10.1	2.1	6.3	4.5	1.4
Not Hispanic or Latino (96.6%)	809,200	87.6	85.8	75.7	10.1	1.8	12.4	10.7	1.7
American Indian or Alaska Native (0.2%)	1,800	94.4	88.9	77.8	11.1	D	5.6	5.6	D
Asian (19.0%)	159,400	94.2	92.2	87.6	4.5	2.1	5.8	4.1	1.7
Black or African American (3.1%)	25,900	94.2	91.1	79.9	11.2	3.1	5.4	4.6	0.8
Native Hawaiian or Other Pacific Islander (0.1%)	1,000	90.0	90.0	80.0	10.0	D	10.0	D	D
White (73.0%)	611,400	85.5	83.9	72.4	11.5	1.6	14.5	12.7	1.8
More than one race (1.2%)	9,700	89.7	85.6	76.3	9.3	3.1	11.3	8.2	3.1
Citizenship									
U.S. citizen or permanent resident	809,200	87.4	85.6	75.3	10.4	1.8	12.6	10.8	1.7
Temporary visa holder	28,700	98.6	96.9	94.8	2.1	1.7	1.7	D	1.7

SEH = science, engineering, and health

http://www.nsf.gov/statistics/infbrief/nsf14317/#tab1

Mind the Gap – Nature, March 2013 Special Edition

A STEM major offers career opportunities in all sectors

04 Aug 2014 | 06:00 BST | Posted by Julie Gould | Category: Career paths
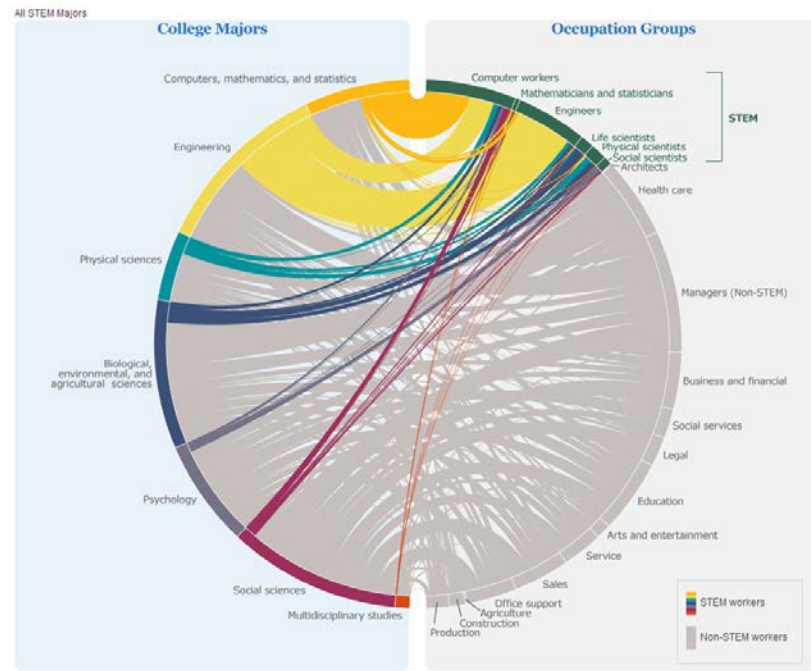
- "The largest pay gap exists between men and women who have received a bachelor's in physical and related sciences. Here, the median wage for a man with is $89,558. For a woman, it's $61,907. Across all other bachelor degrees, the difference in median earnings between the sexes is approximately $15,000."

http://blogs.nature.com/naturejobs/2014/08/04/a-stem-major-offers-career-opportunities-in-all-sectors

Pervasive Lack of Salary Equity

The highest paid jobs for women (BS -> graduate training) are largely in STEM fields

However, STEM fields are not equitable in salaries, yet...

Data collection on faculty salary equity at UC Davis is underway

Mind the Gap – Nature, March 2013 Special Edition

Mind the Gap – Nature, March 2013 Special Edition

Ratio of U.S. federal-to-nonfederal funding for R&D: 1953–2011
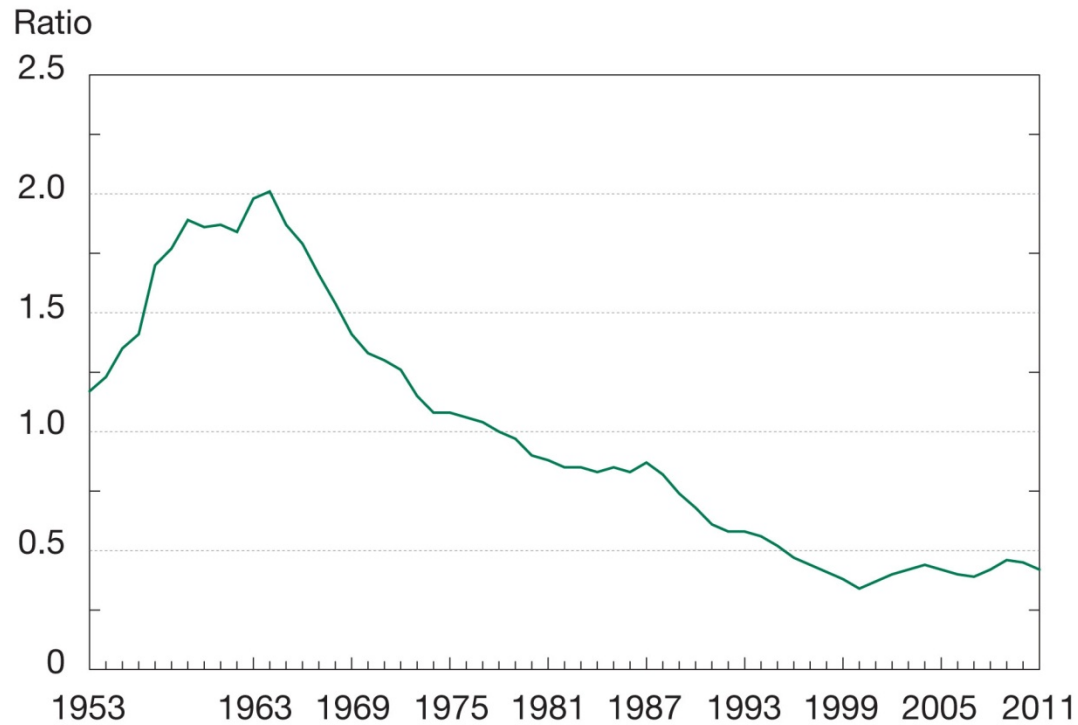
NOTE: Federal R&D/gross domestic product ratios represent the federal government as a funder of R&D by all performers; the nonfederal ratios reflect all other sources of R&D funding.

Sources of S&E R&D funding for public and private academic institutions: FYs 1999 and 2012
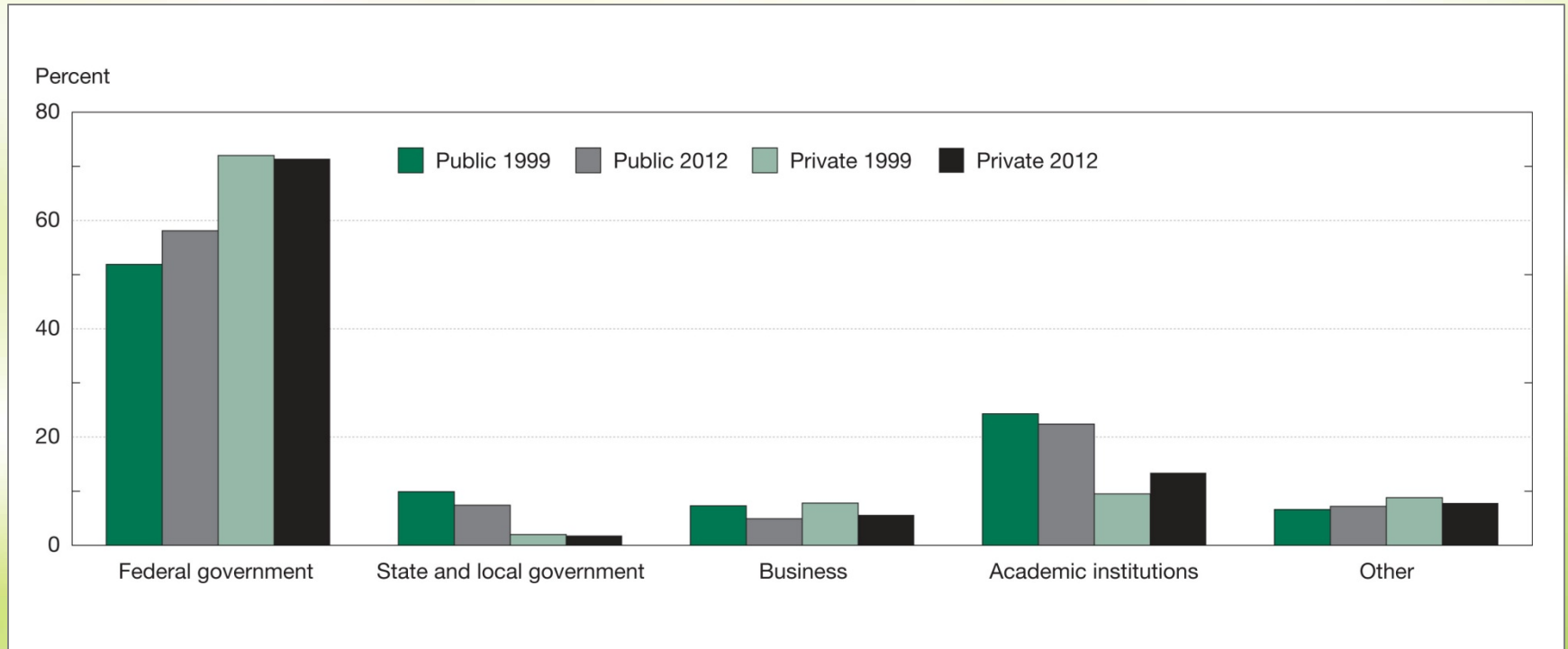
"Barred from the Boardroom"
Nature v. 495, n. 7 - March 2013

INEQUALITY ON BOARD

The proportion of women on biotech scientific advisory boards (SABs) lags behind the proportion of eligible female candidates.

Legend:
- Proportion of women on SABs
- Proportion of female PhD holders in matched sample of scientists

Y-axis: Percentage (0, 10, 20, 30, 40)
X-axis: Year PhD earned (1941–60, 1961–70, 1971–80, 1981–95)
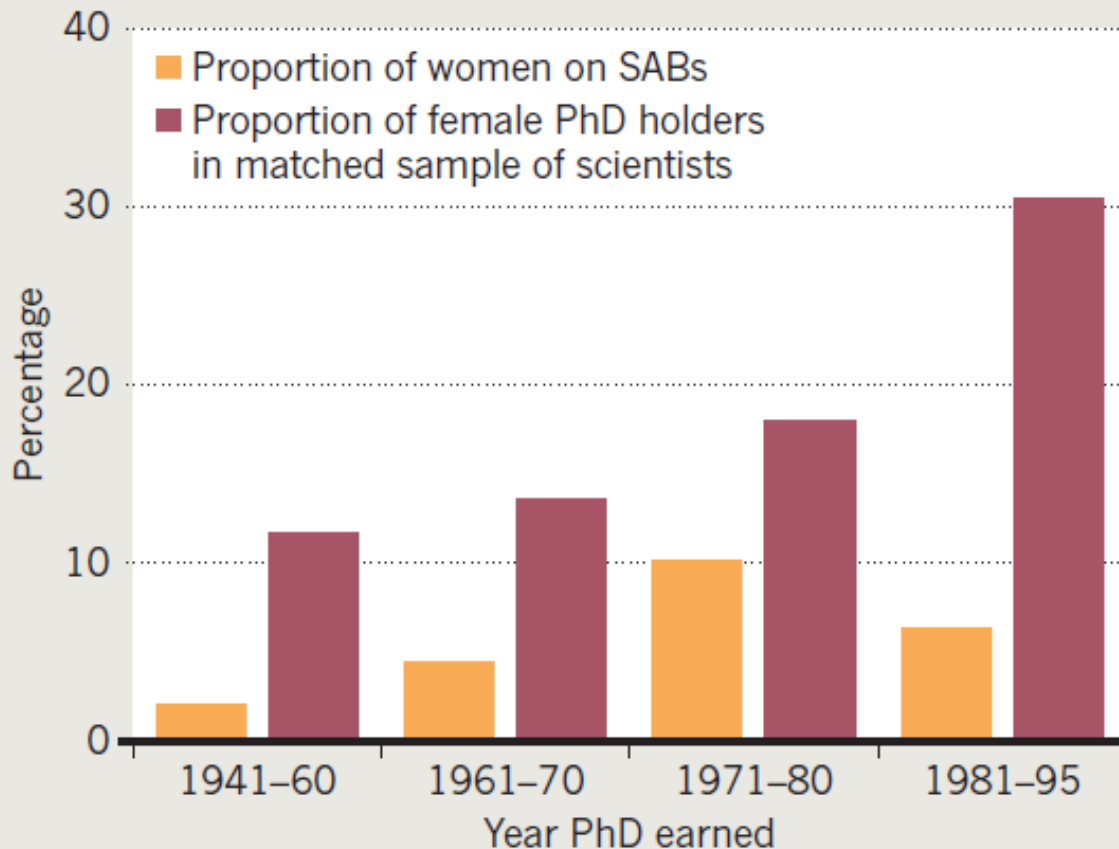
Women PhD's in science and engineering make up:

- ~25% of tenured academics
- ~25% of industry R&D scientists
- But only ~7% of industry board members

In Science, It Matters that Women Come Last
by Emma Pierson Aug 5, 2014

Female Scientists And Authorships Since 1991
Female representation in the arXiv data set
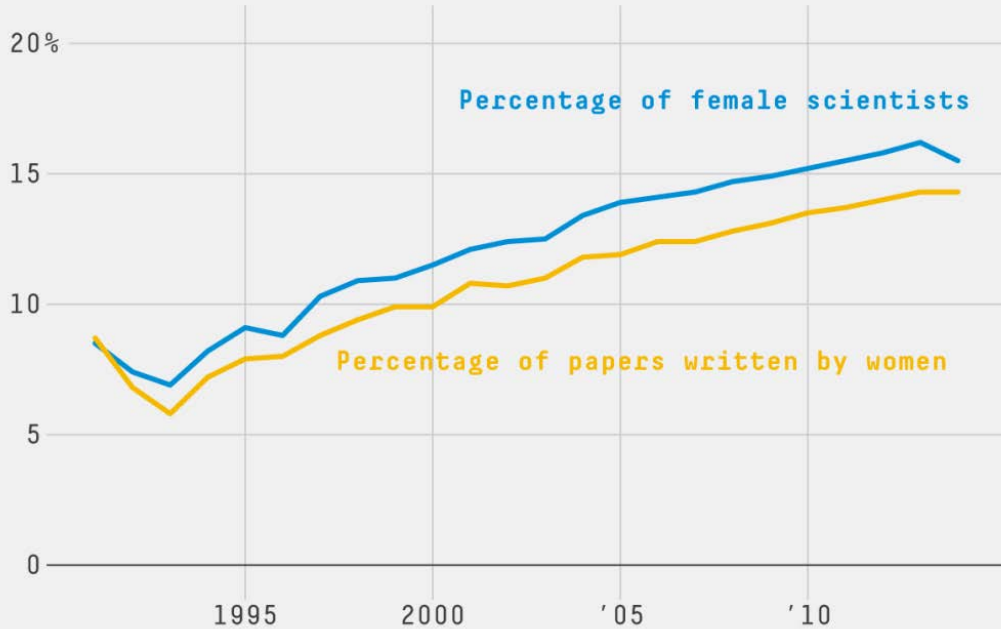
Women were 13% less likely to be last author (PI) in this analysis of arXiv data.

How Much More Likely Is A Female Scientist To Be First Or Last Author?
In fields with at least 10,000 papers in the arXiv data set
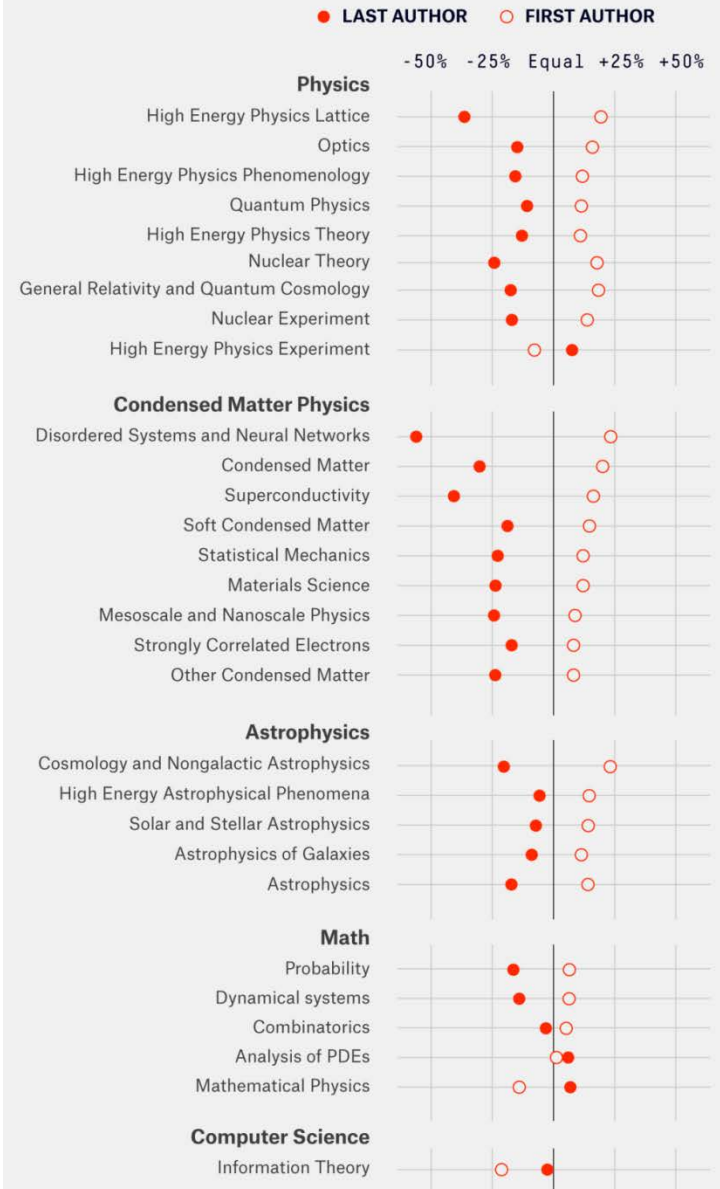
Elite male faculty in the life sciences employ fewer women

JM Sheltzer and JC Smith (June, 2014) PNAS v. 111 no. 28, pp 10107-10112.

- Found high-achieving male faculty members train significantly fewer (-10-40%) women grad students and post-docs, relative to high-achieving female faculty members (NAS member, awards, HHMI funded researcher, etc…)

- Cause may be faculty member conscious or unconscious bias or self-selecting behavior by the women grad student and postdocs

- Effect – fewer women are trained in highly competitive labs = leaky pipeline at doctoral training -> academia phase

- "Our dataset also included 24 Nobel Laureates in Medicine/Physiology or Chemistry. **Male PIs who had won a Nobel Prize (*n* = 22) ran laboratories that had, on average, 24% female postdocs and 36% female graduate students, which represents a 39% and 27% deficit, respectively, relative to the pool of trainees (Fig. S1).** The paucity of female Nobel Laureates prevented a meaningful comparison using this criterion, although we note that both female Nobel Laureates in our sample ran laboratories in which female trainees outnumbered male trainees at the time of our survey."

http://www.slate.com/articles/double_x/doublex/2014/06/women_in_science_a_new_study_on_how_male_professors_discriminate_against.html

The gender composition of elite biology laboratories in the United States.

PNAS

Elite male PIs employ fewer women.
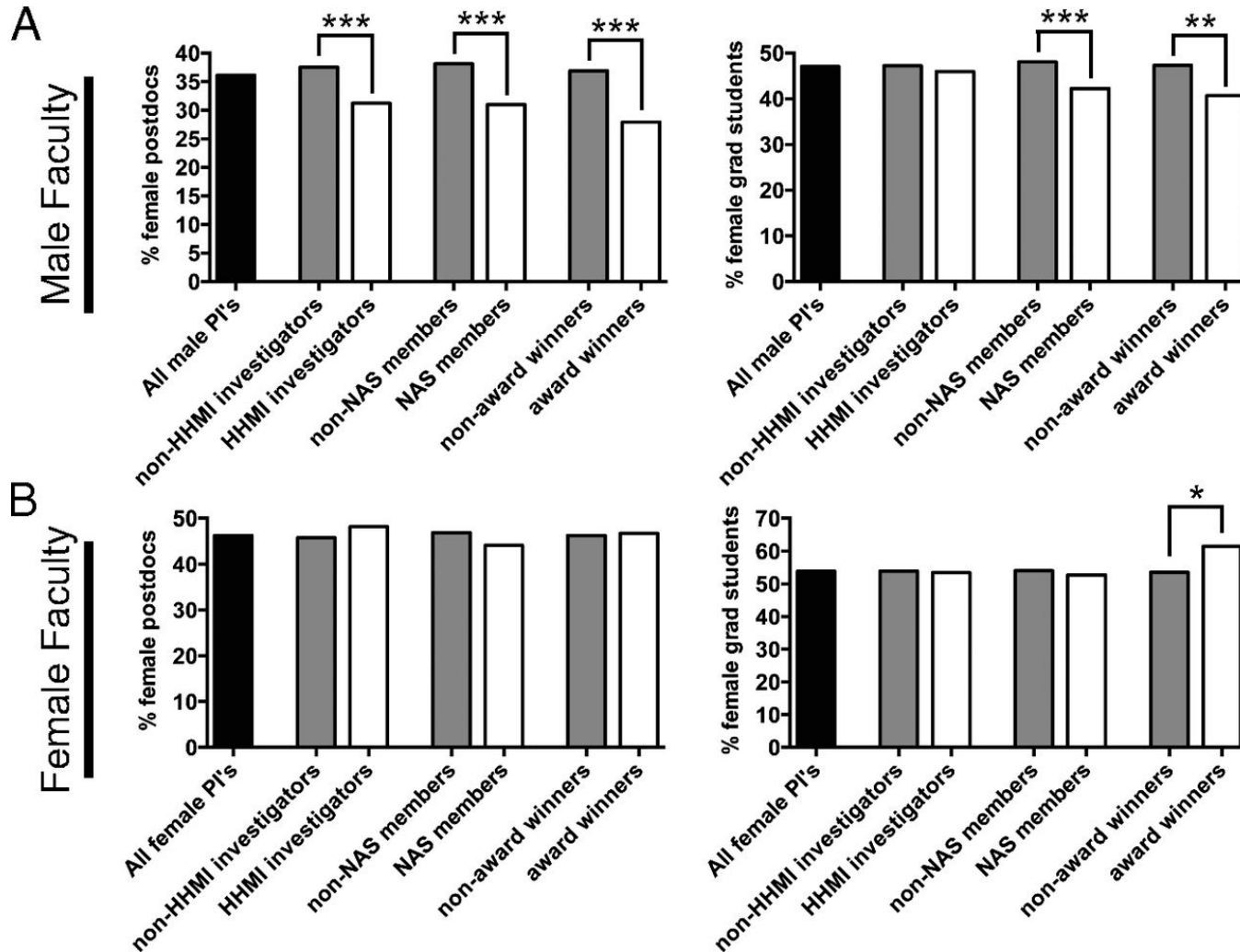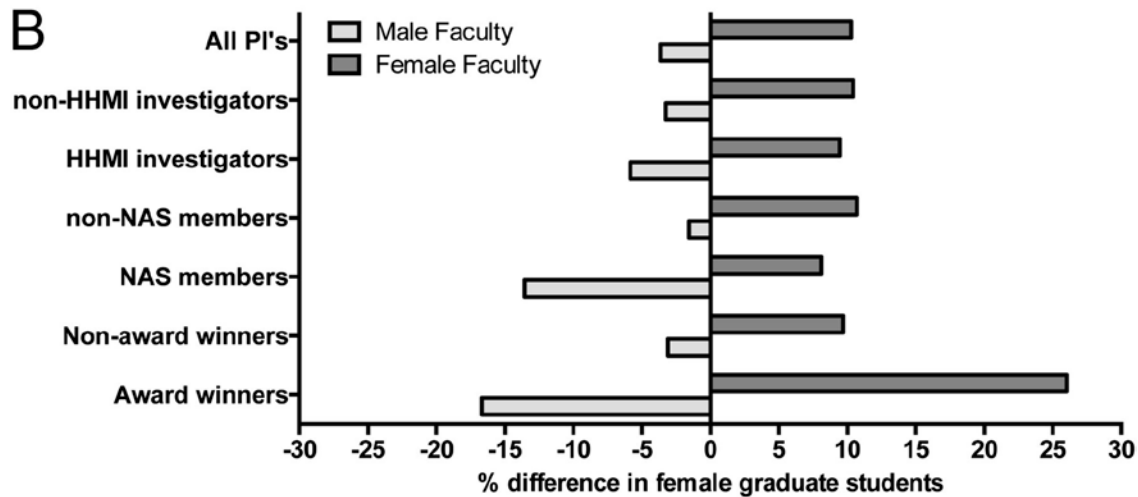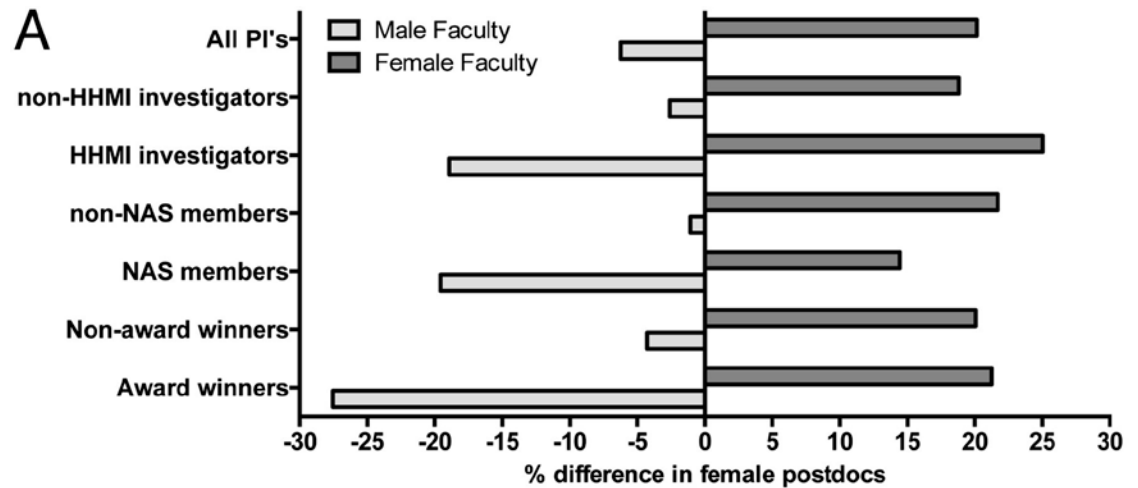
Sheltzer J M , and Smith J C PNAS 2014;111:10107-10112

PNAS

References

- **NSF National Science Board – Science and Engineering Indicators 2014**
    - http://www.nsf.gov/statistics/seind14/

- **"Mind the Gender Gap" and "Barred from the Boardroom", Nature v 495, n 7 – March 2013**

- **Global PhDs Gender Gap (2010 data)**
  Scientific American v. 311, Issue 4
    - **How Nations Fare in PhDs by Sex [Interactive] – Sep 16, 2014**
      http://www.scientificamerican.com/article/how-nations-fare-in-phds-by-sex-interactive/
    - **Diversity in Science: Where Are the Data?**
      Global figures on diversity in the science and engineering workforce are hard to come by, but what we know is not flattering - Sep 16, 2014 |By Fred Guterl
      http://www.scientificamerican.com/article/diversity-in-science-where-are-the-data/

- **"Nature vs Nurture: Girls and STEM", Soapbox Science Blog, Nature – Sep 4, 2014**
    - http://blogs.nature.com/soapboxscience/2014/09/04/nature-vs-nurture-girls-and-stem?utm_content=buffer9adee&utm_medium=social&utm_source=twitter.com&utm_campaign=buffer

Representation of Women Among New Ph.D.s, U.S. 1950-2012
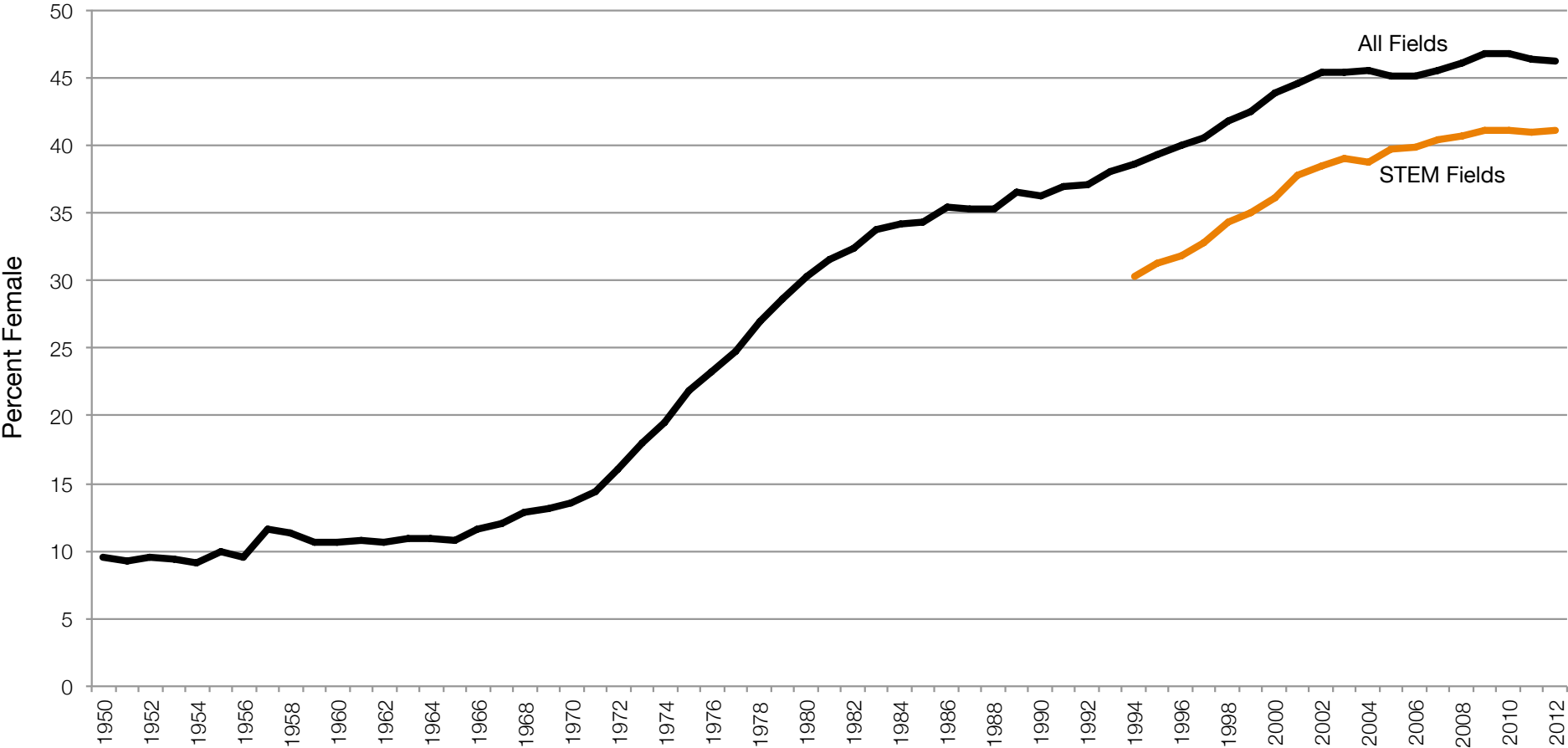
All Fields

STEM Fields

Percent Female

%Female among STEM doctorates by field, 2000-2009

Representation of Women Among STEM Faculty at Research-Intensive Universities

Legend: Doctorates, Assistant, Associate, Professor

Y-axis: Percent Female (0 to 70)

X-axis: 2001–2012

Representation of Women Among STEM Faculty at Research-Intensive Universities

Percent Female

Legend: Doctorates · Assistant · Associate · Professor

Percentage of women and URMs among UCD ladder rank faculty

*URM = Underrepresented Minorities; includes African Americans, Hispanics, and Native Americans

Data Sources: UC Davis Office of the Vice Provost – Academic Affairs

5

Percent Female Among UC Davis Faculty by Unit, 2013-14

Percent Female Among UC Davis Faculty by Unit, 2013-14

Legend: All (yellow), Assistant (dark blue)

Y-axis: Percent (0 to 70)

X-axis categories: Total UC Davis, Total STEM, CAES, CBS, COE, MPS, DSS, HArCS
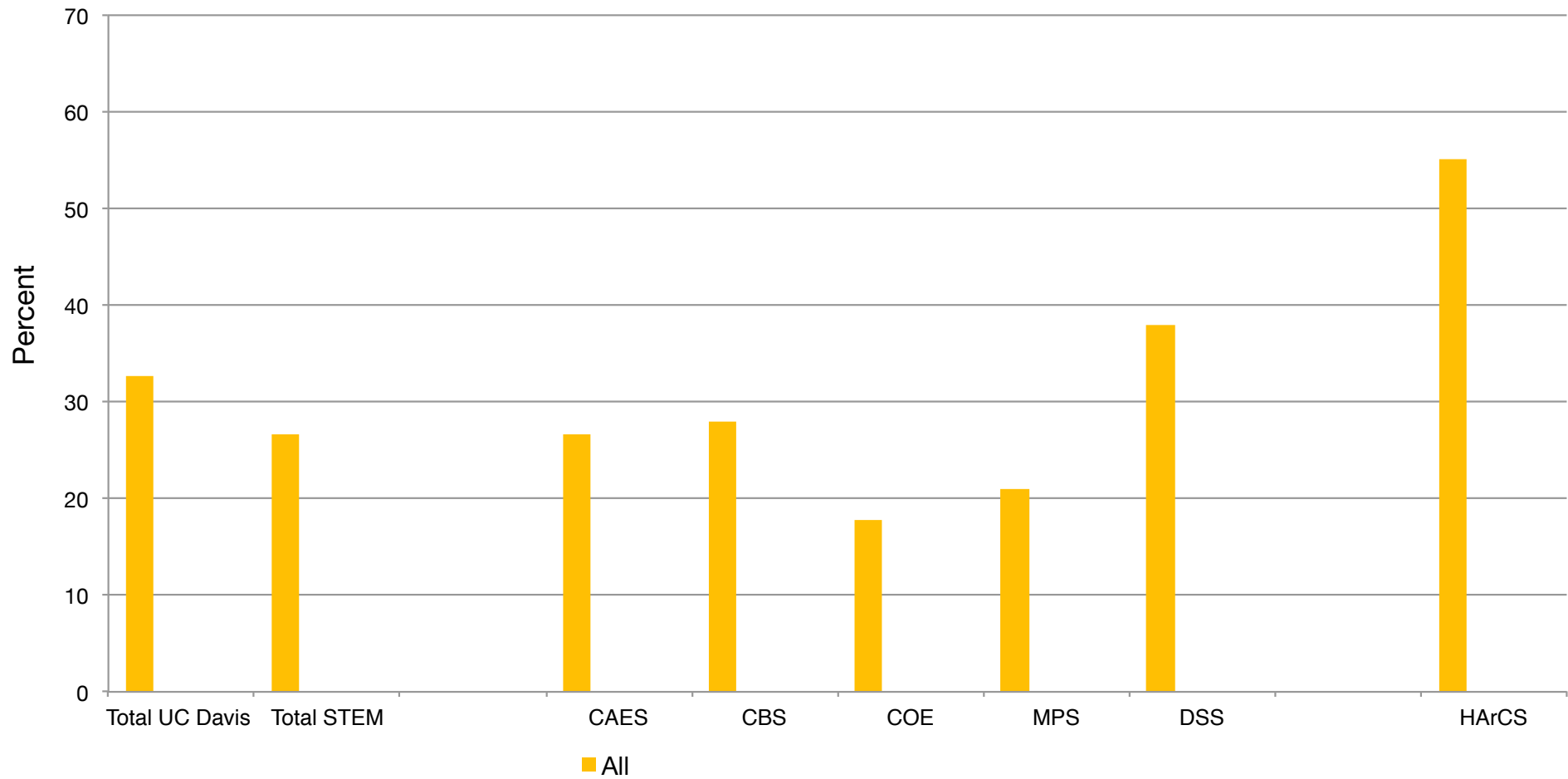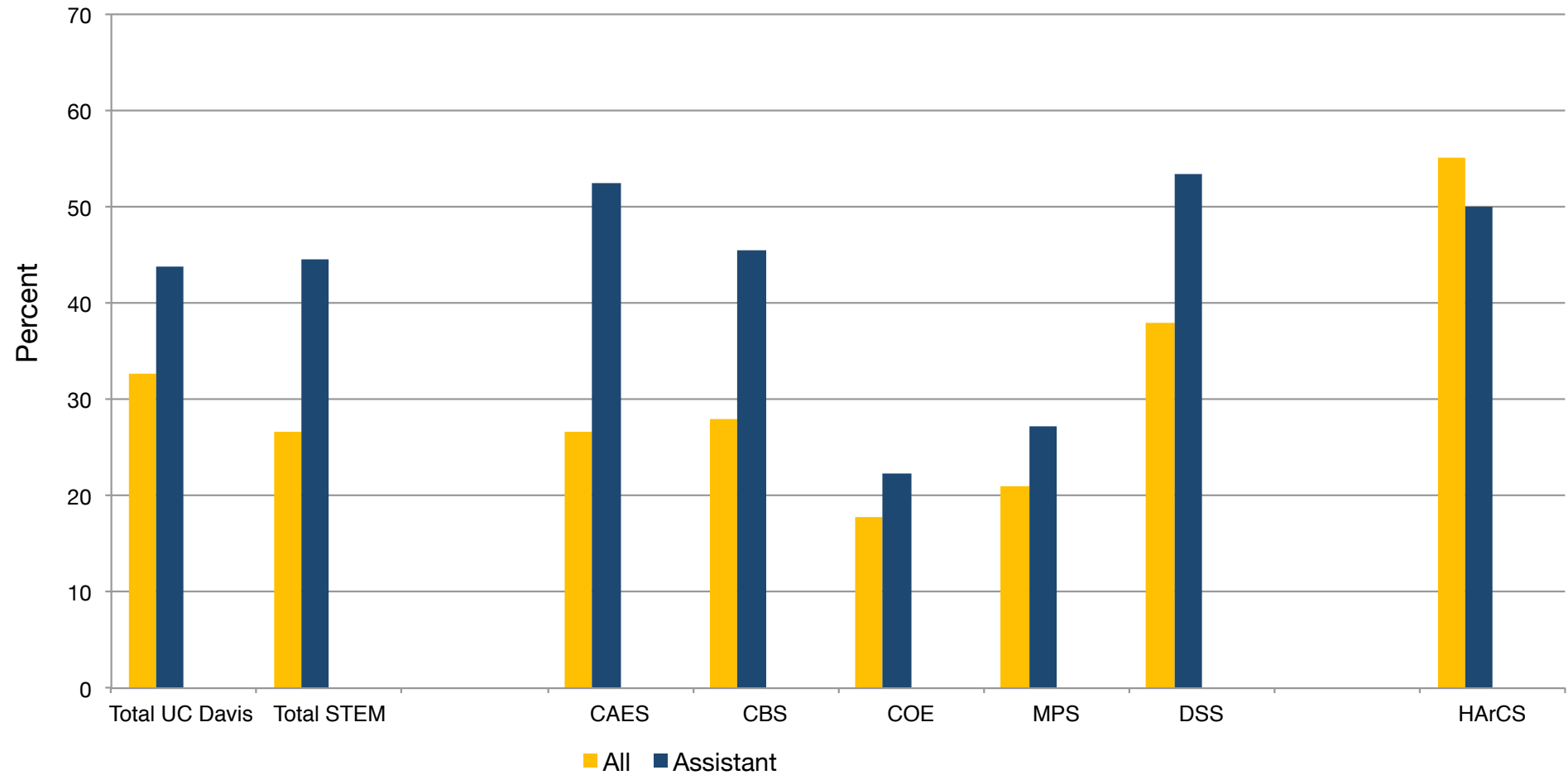
Percent Female Among UC Davis Faculty by Unit, 2013-14
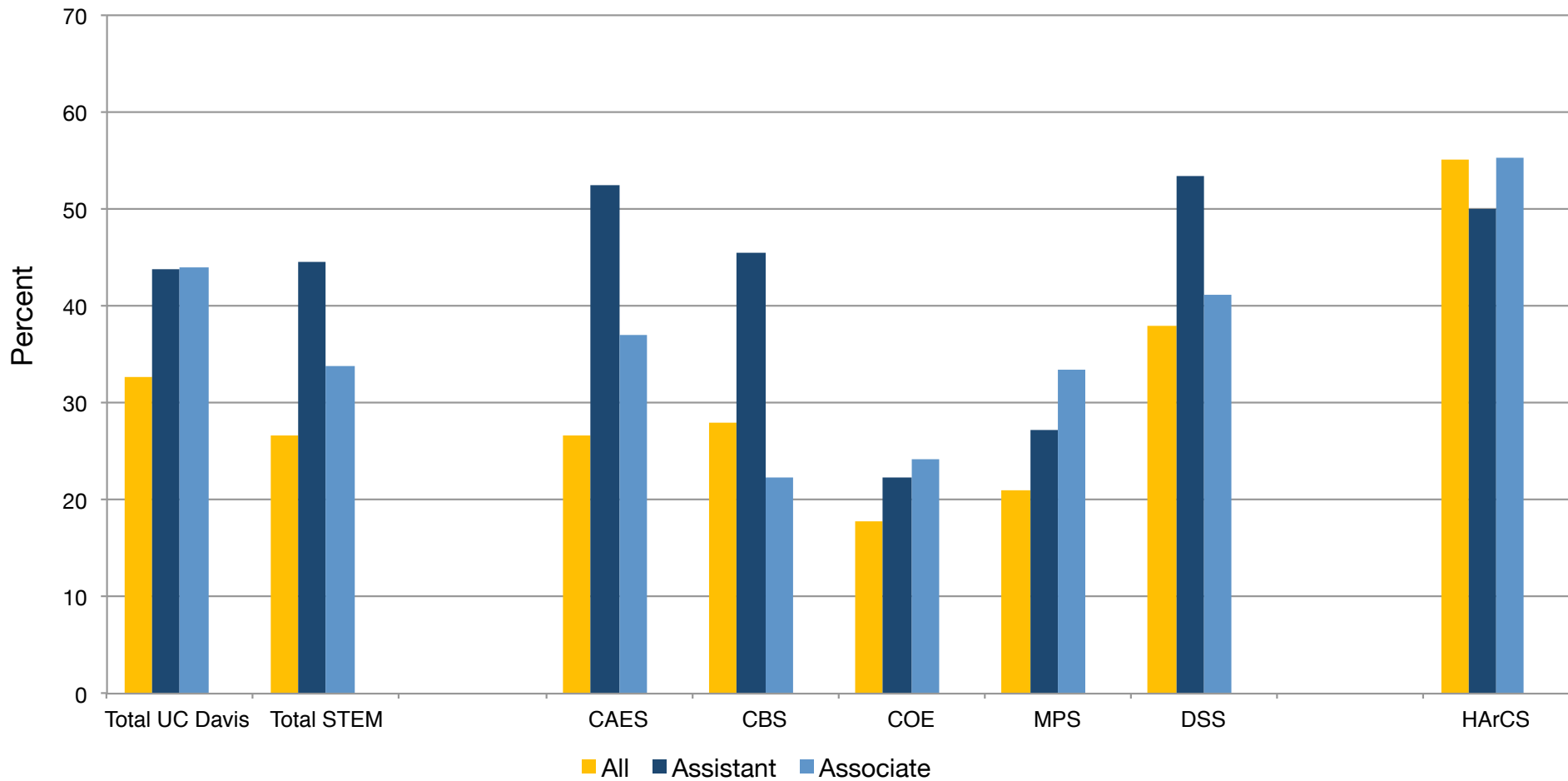
Percent Female Among UC Davis Faculty by Unit, 2013-14
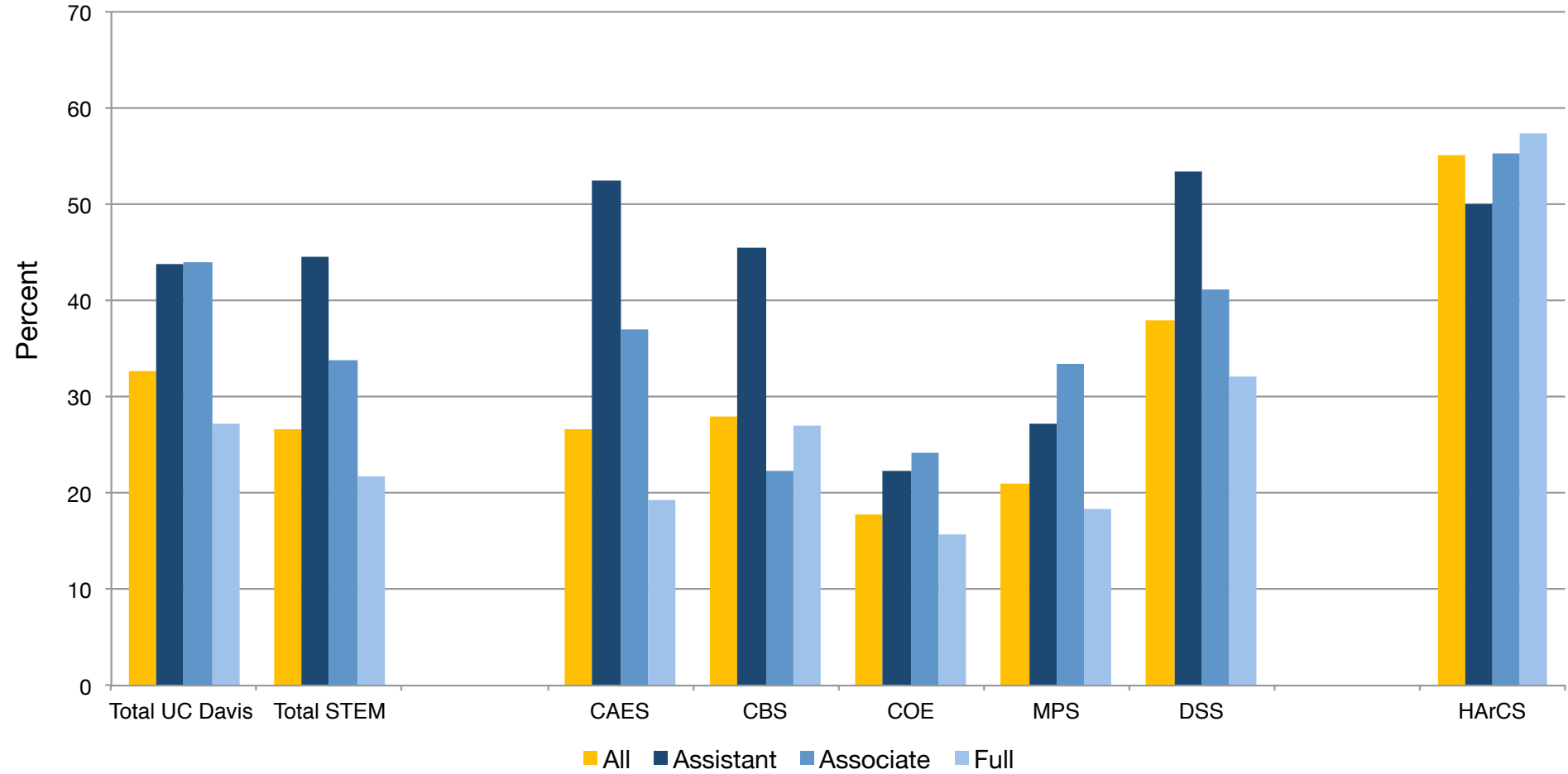
Pipleine for STEM Assistant Professor Hires, UC Davis
2009-2013

	%Female				%PoC				%URM		
PhD Pool (NSF total)	40.5				22.1				11.6		
Applicants		24.8				35.4				6.5	
Interviews			34.3				31.5				5.3
Hires				38.7				25.8				7.5
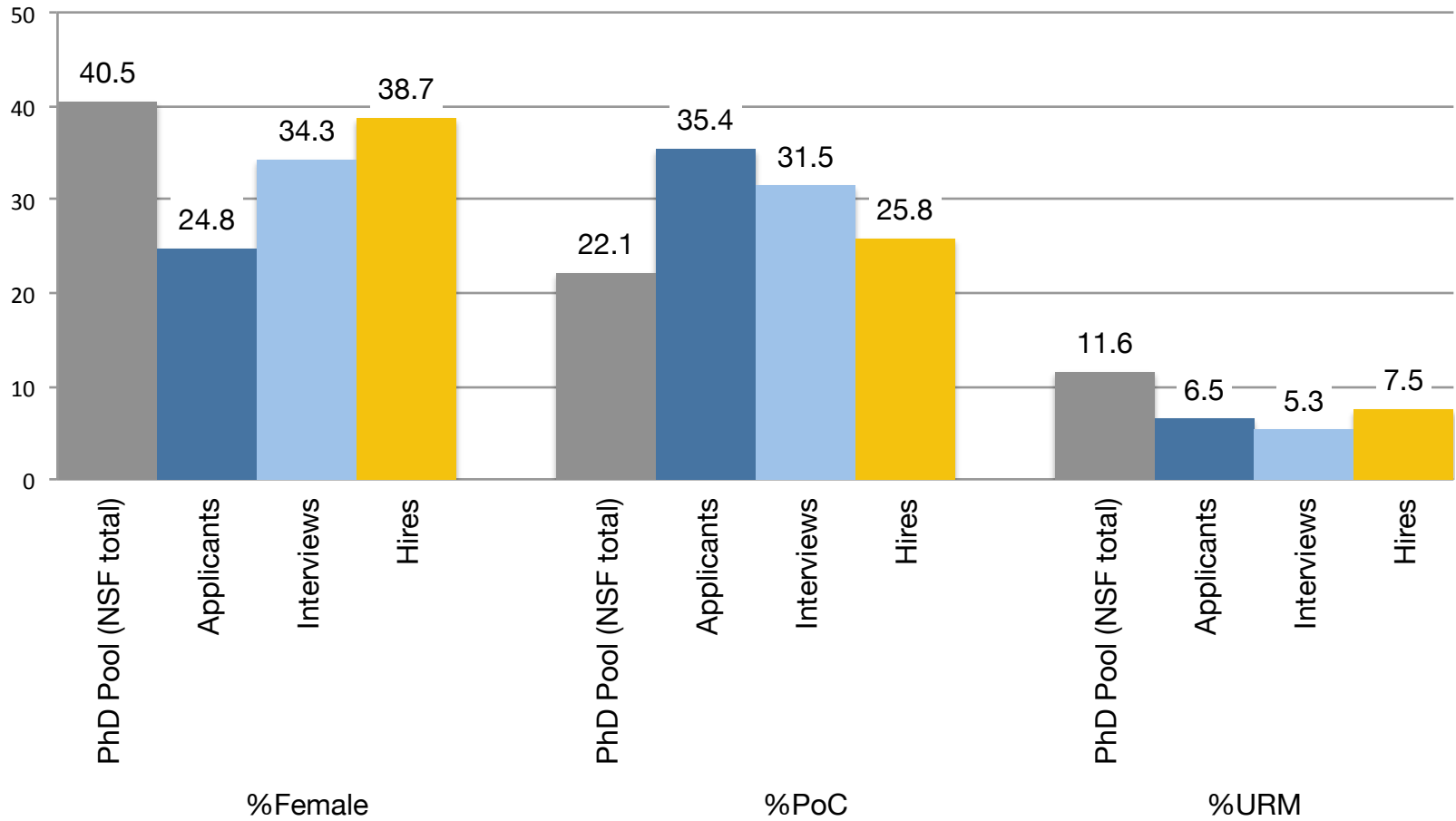
Recruitment Pipleine All UC Davis Faculty Hires 2009-13
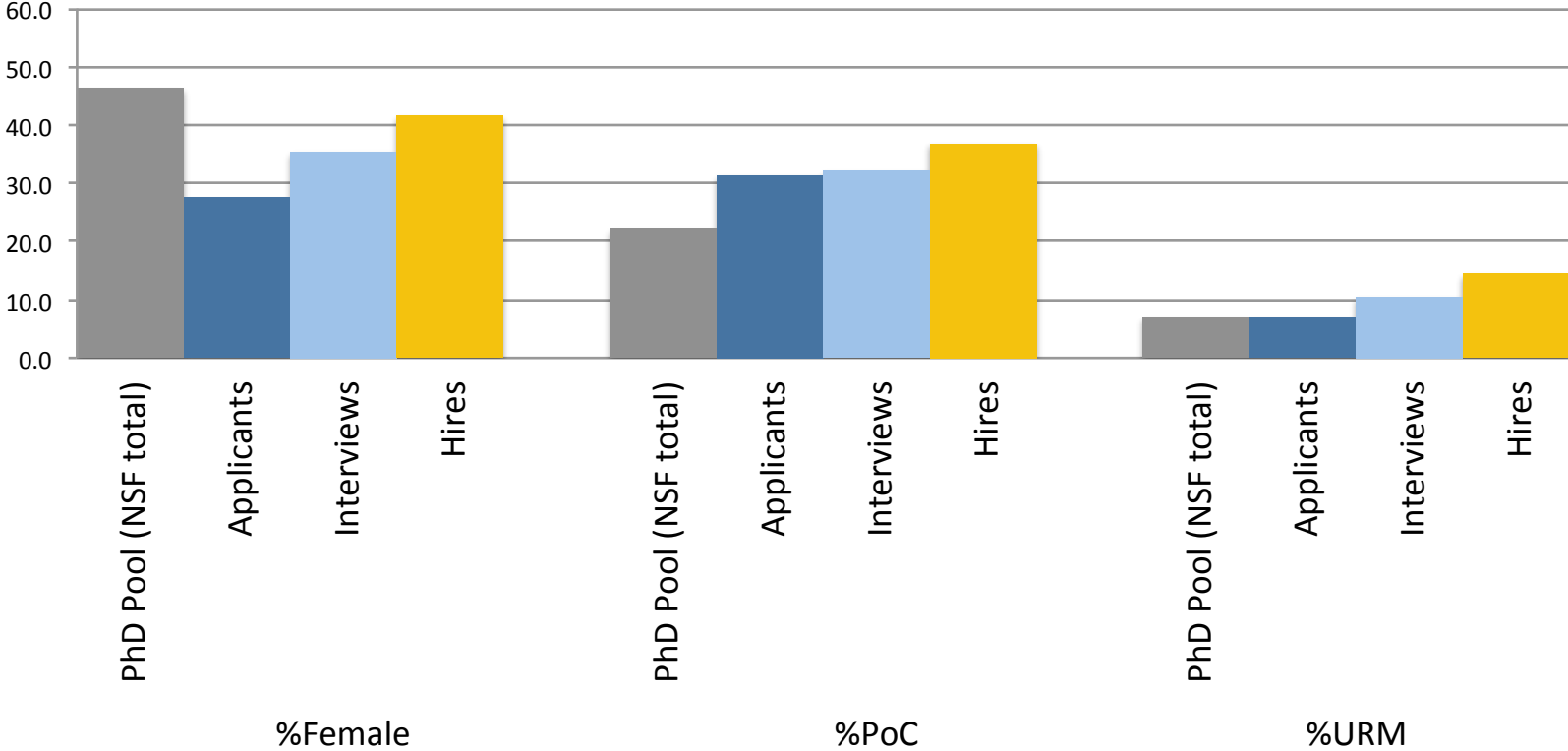
Recruitment Pipleine All UC Faculty Hires 2012-13
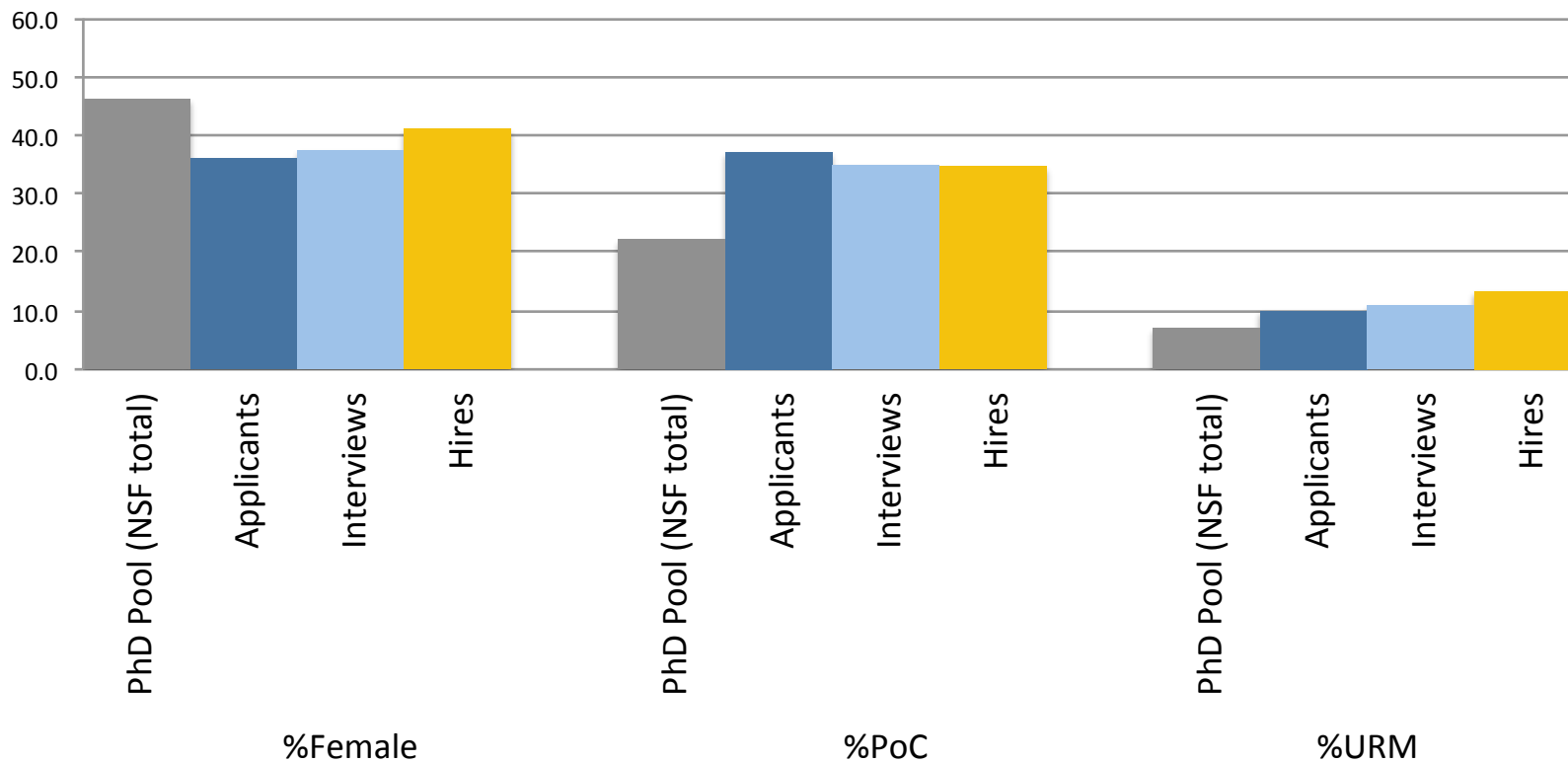
Recruitment Pipleine UC Faculty Hires in Engineering, Physical and Life Sciences
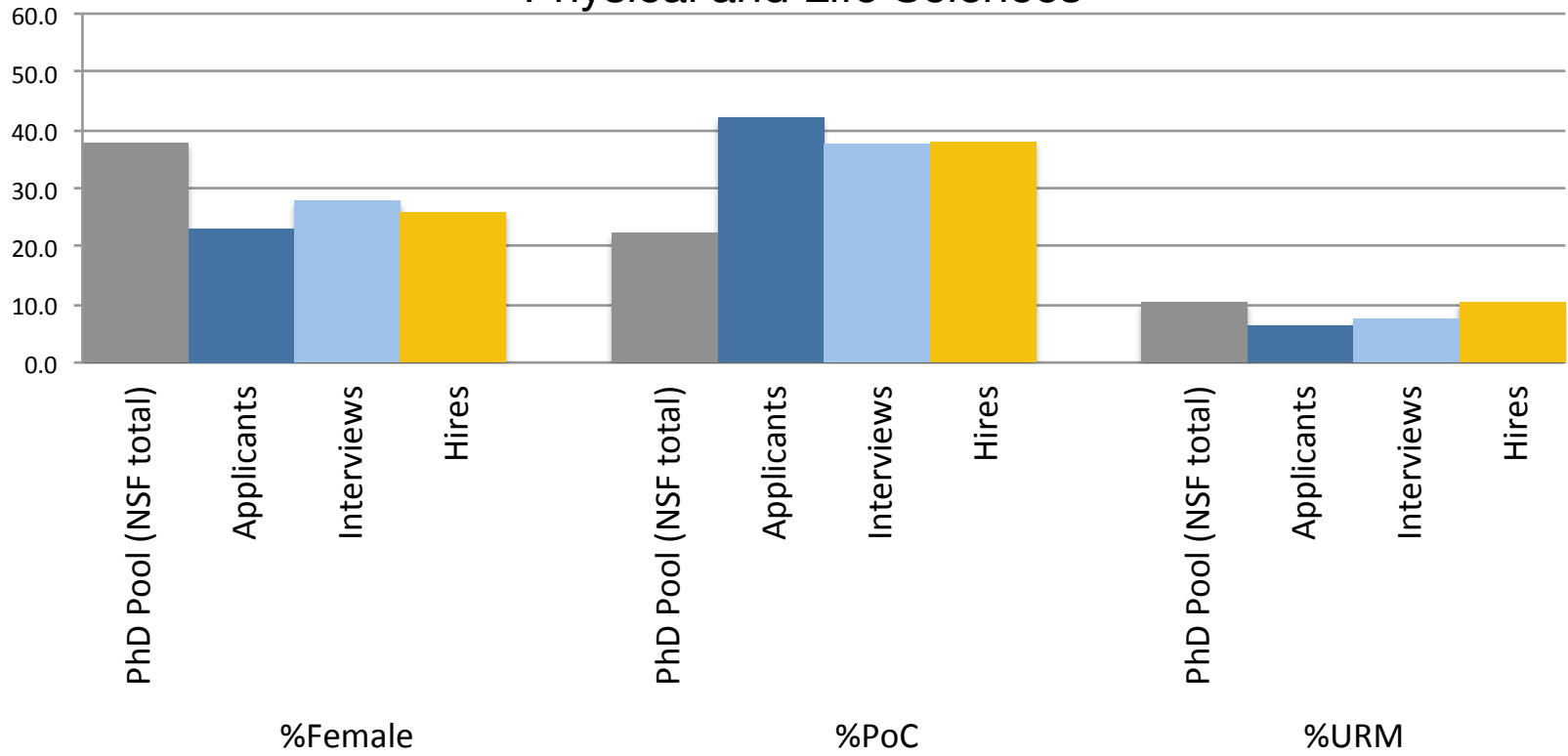
Recruitment Pipleine UC Faculty Hires in the Social Sciences
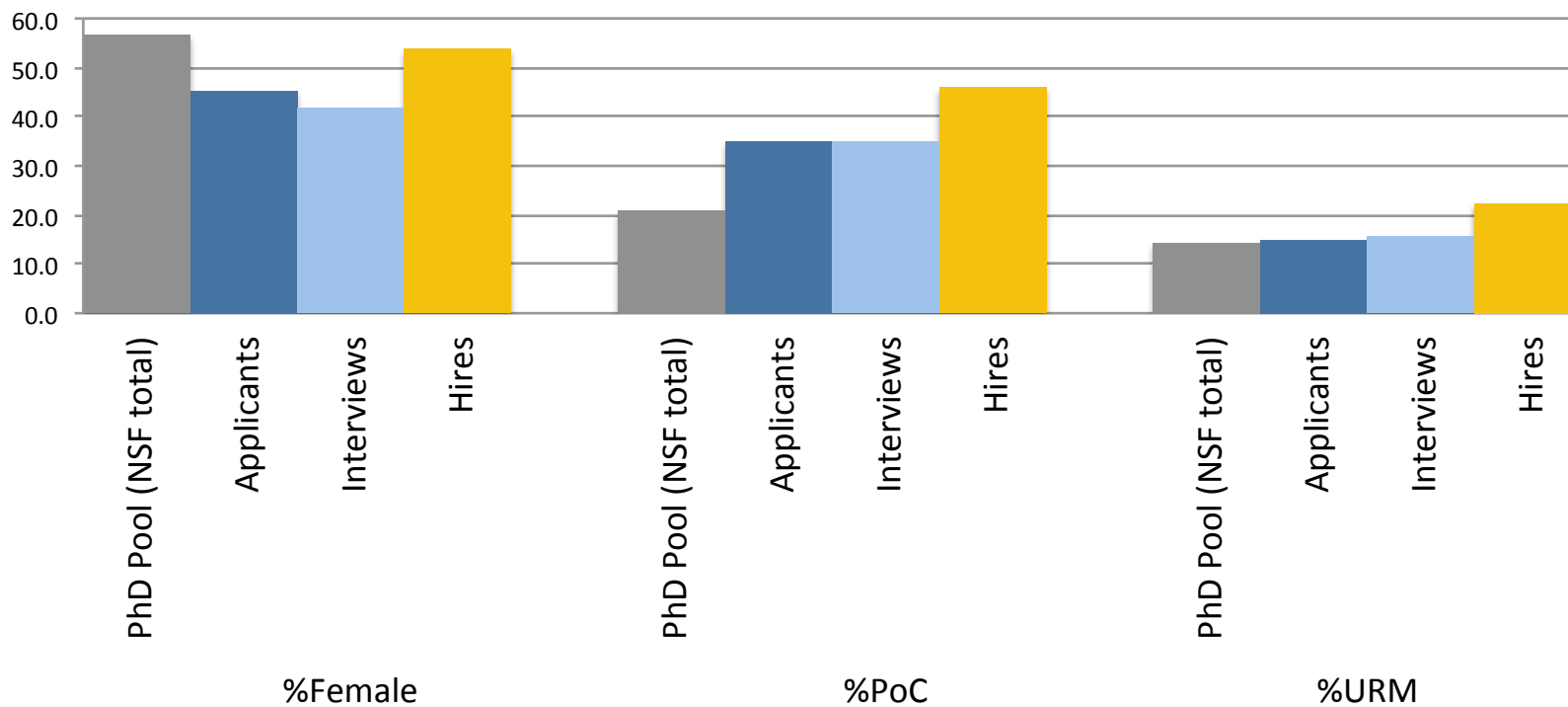
Recruitment Pipleine UC Faculty Hires in the Arts, Humanities, Professional Schools
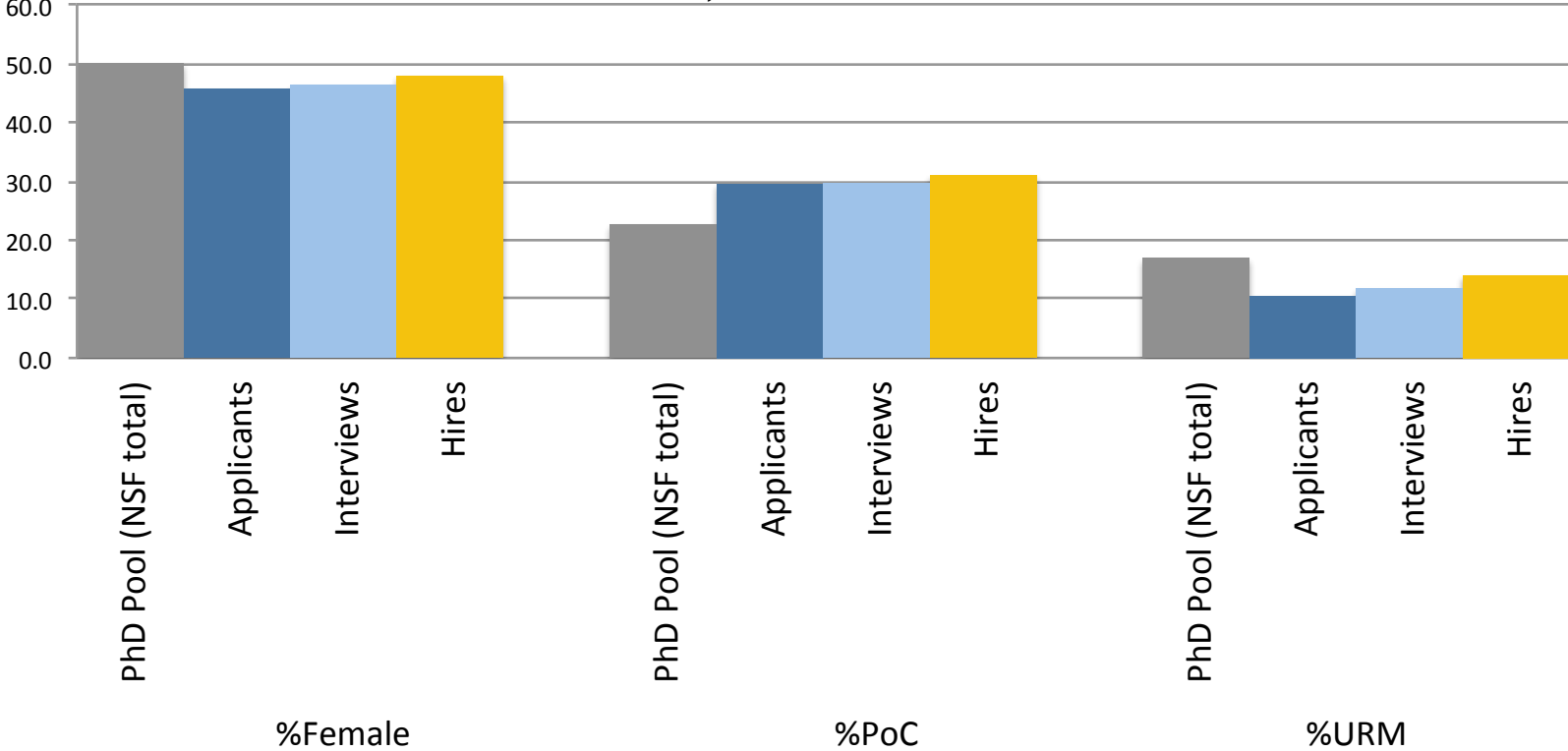
Recruitment Pipleine UC Faculty Hires in Medical, Nursing, VetMed Schools
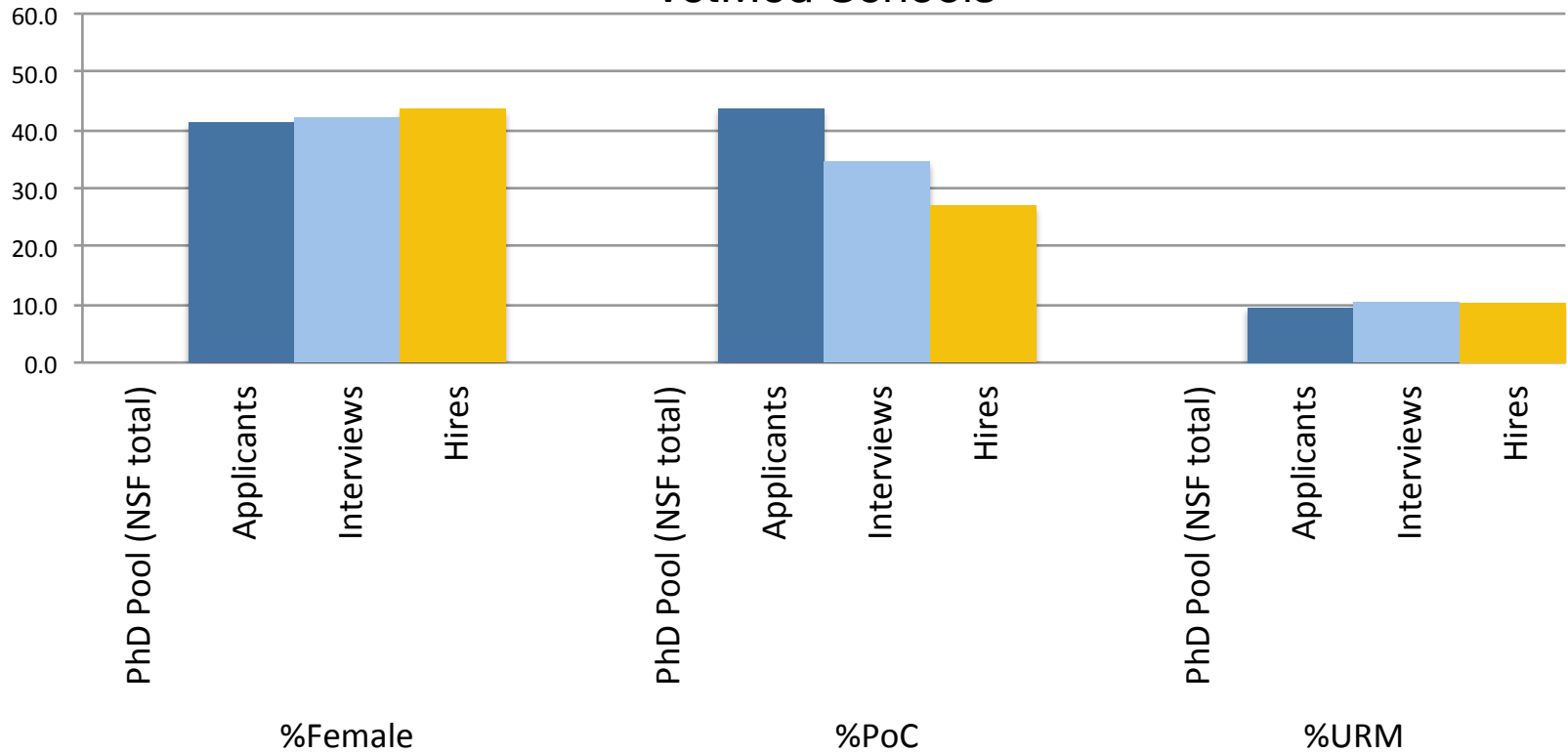
COACHE Survey of Faculty Job Satisfaction Benchmark Indicators, STEM faculty
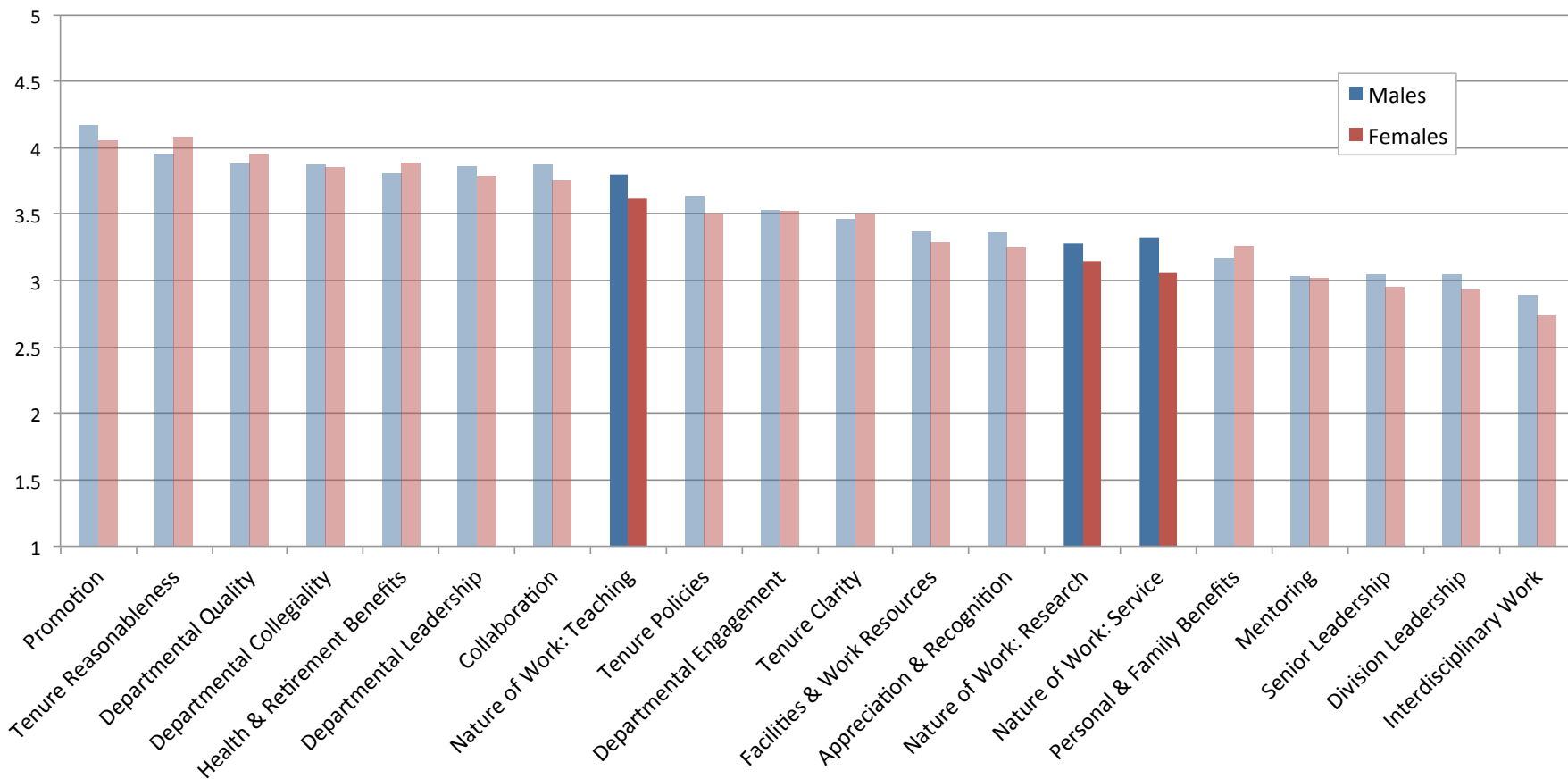
COACHE Survey of Faculty Job Satisfaction Benchmark Indicators, non-STEM faculty
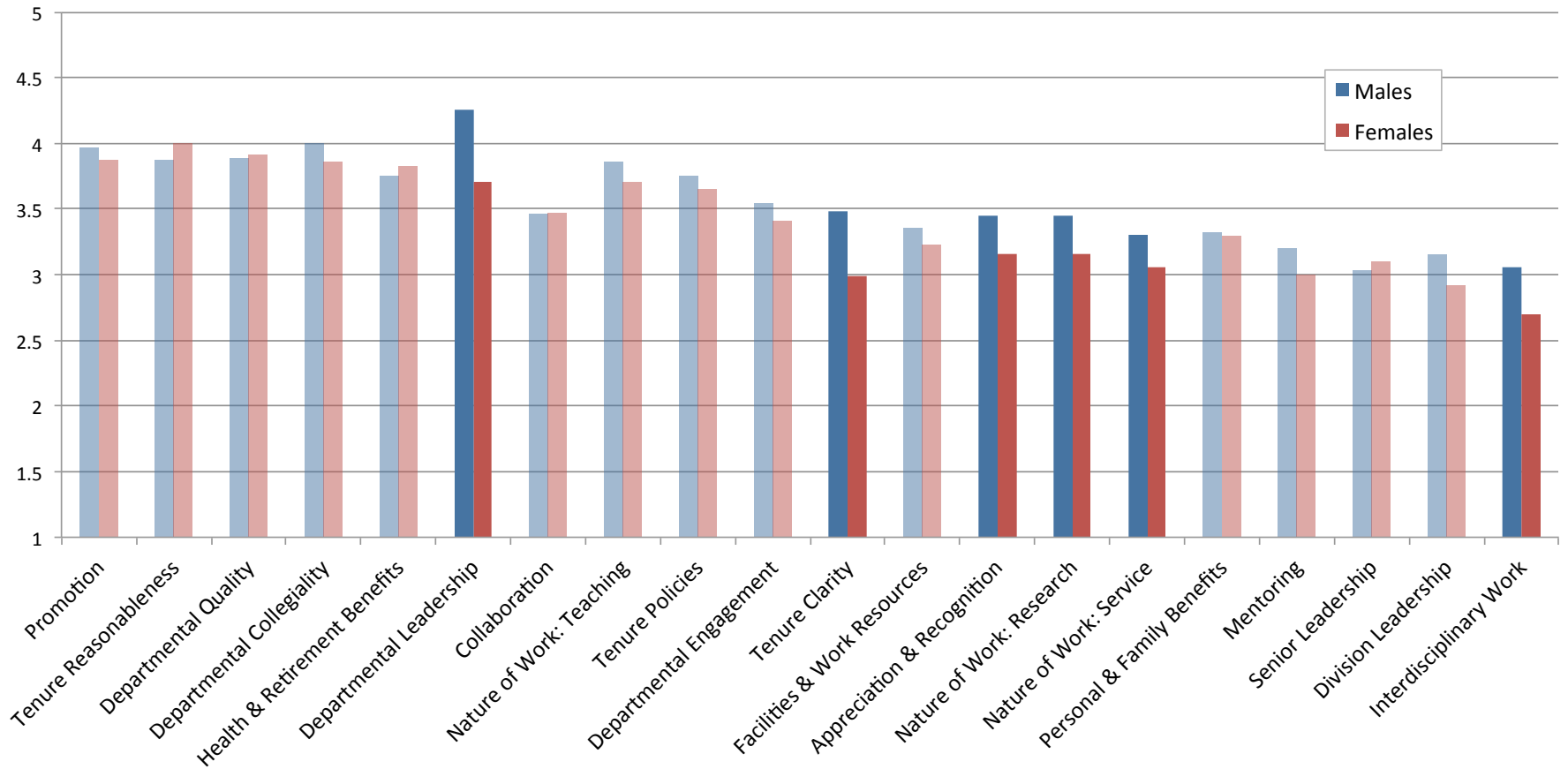
COACHE Survey of Faculty Job Satisfaction Benchmark Indicators, STEM faculty by Unit

College of Agriculture & Environmental Sciences
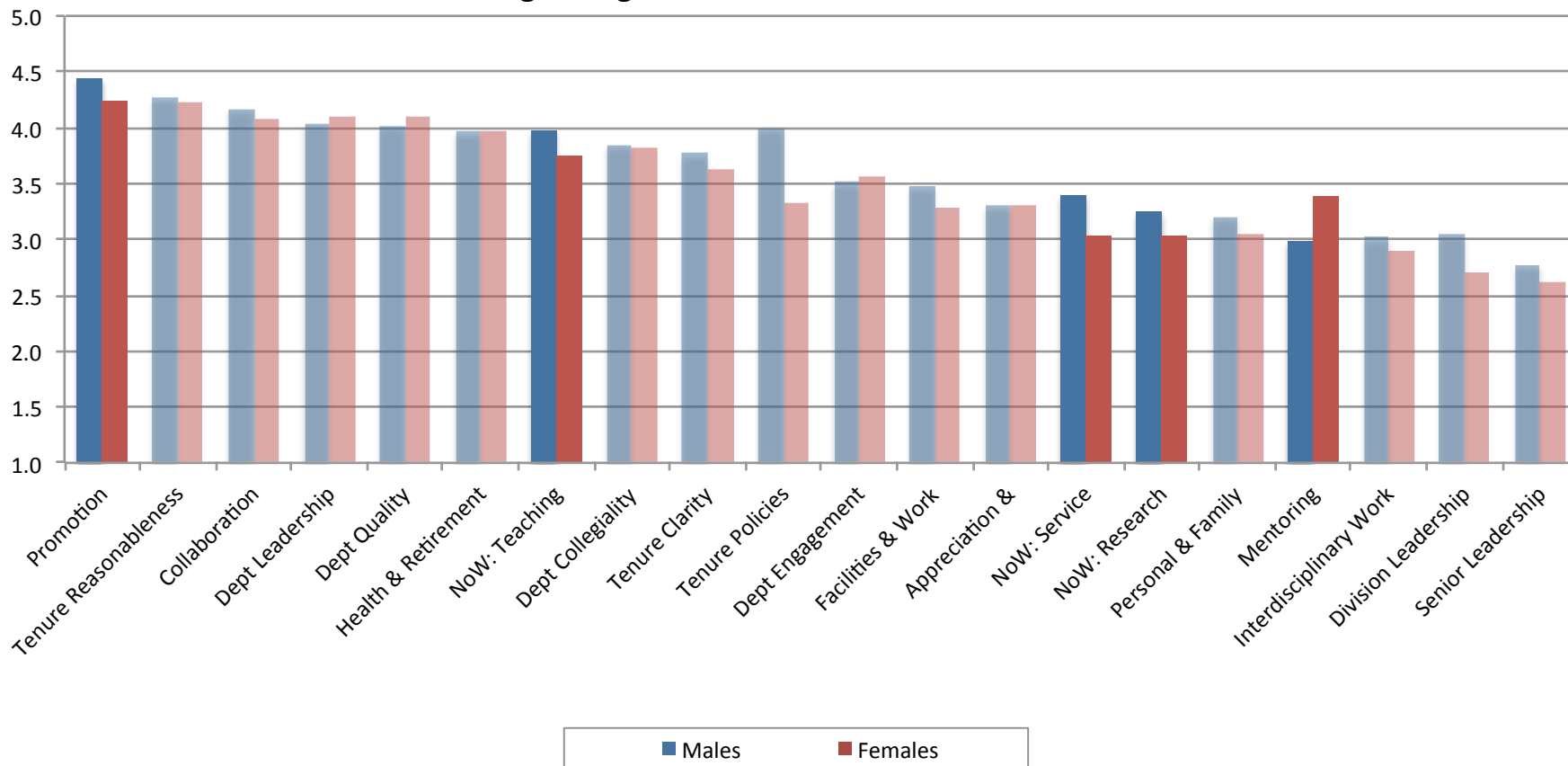
Legend: ■ Males ■ Females

COACHE Survey of Faculty Job Satisfaction Benchmark Indicators, STEM faculty by Unit

College of Biological Sciences
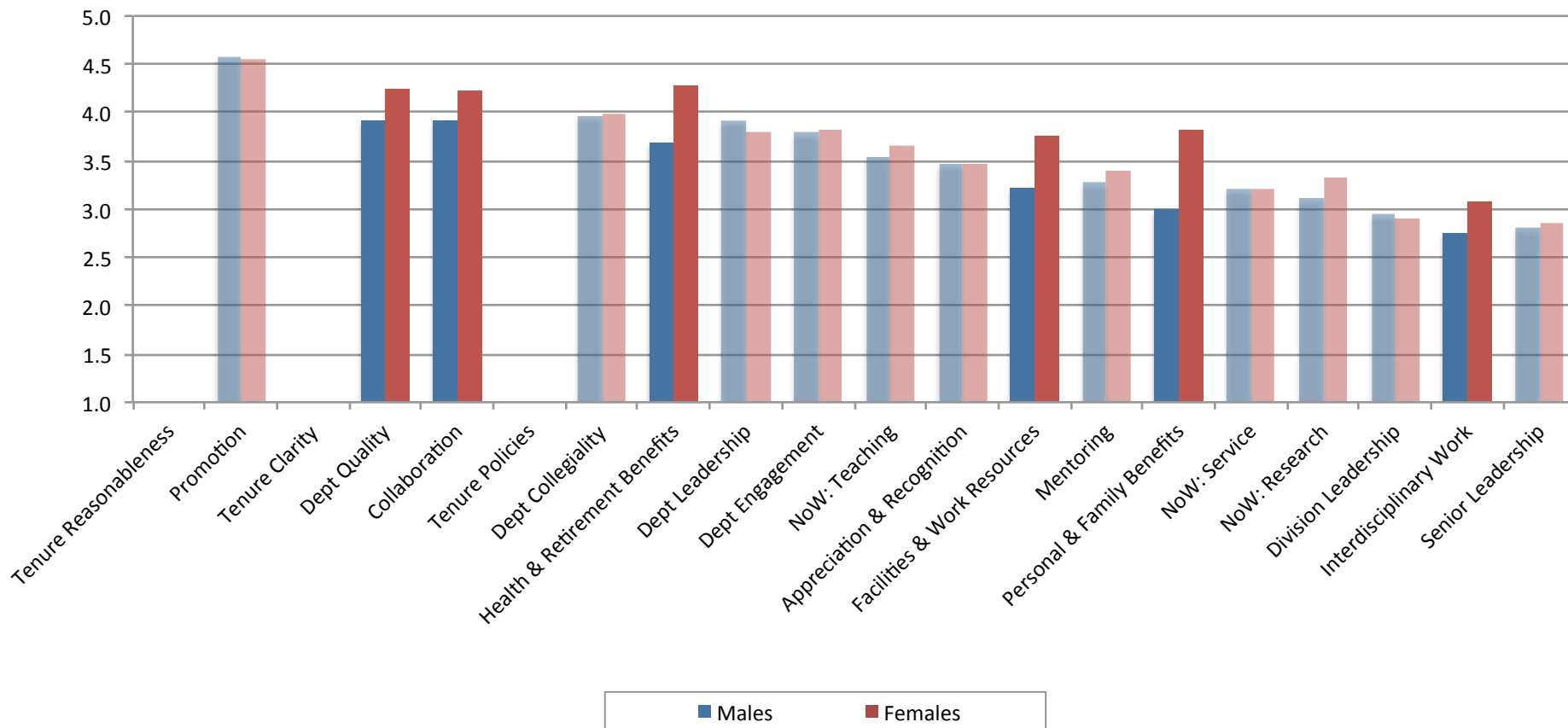
Legend: Males (blue), Females (red)

COACHE Survey of Faculty Job Satisfaction Benchmark Indicators, STEM faculty by Unit

College of Engineering
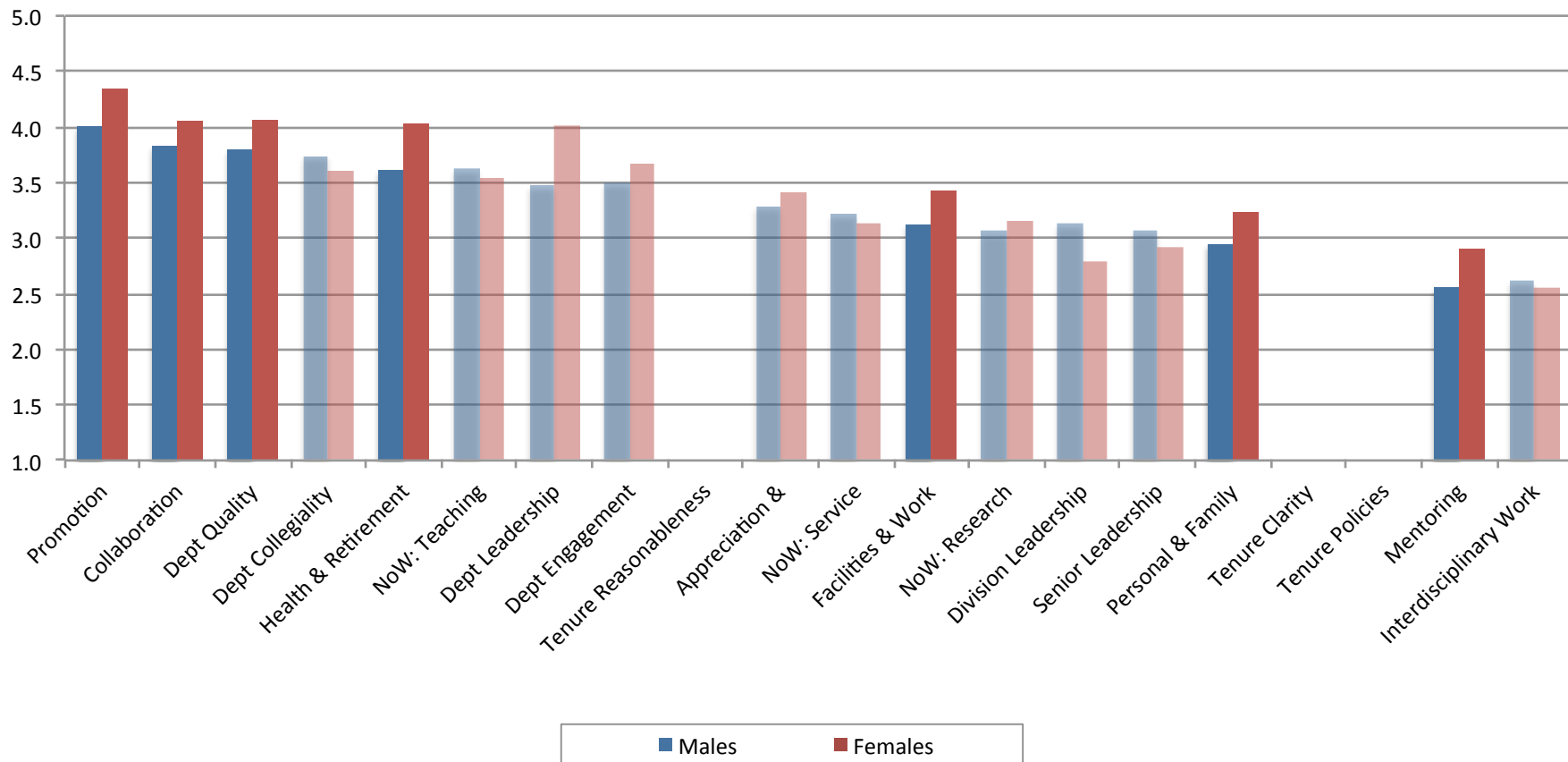
Legend: Males, Females

COACHE Survey of Faculty Job Satisfaction Benchmark Indicators, STEM faculty by Unit

Division of Mathematical & Physical Sciences
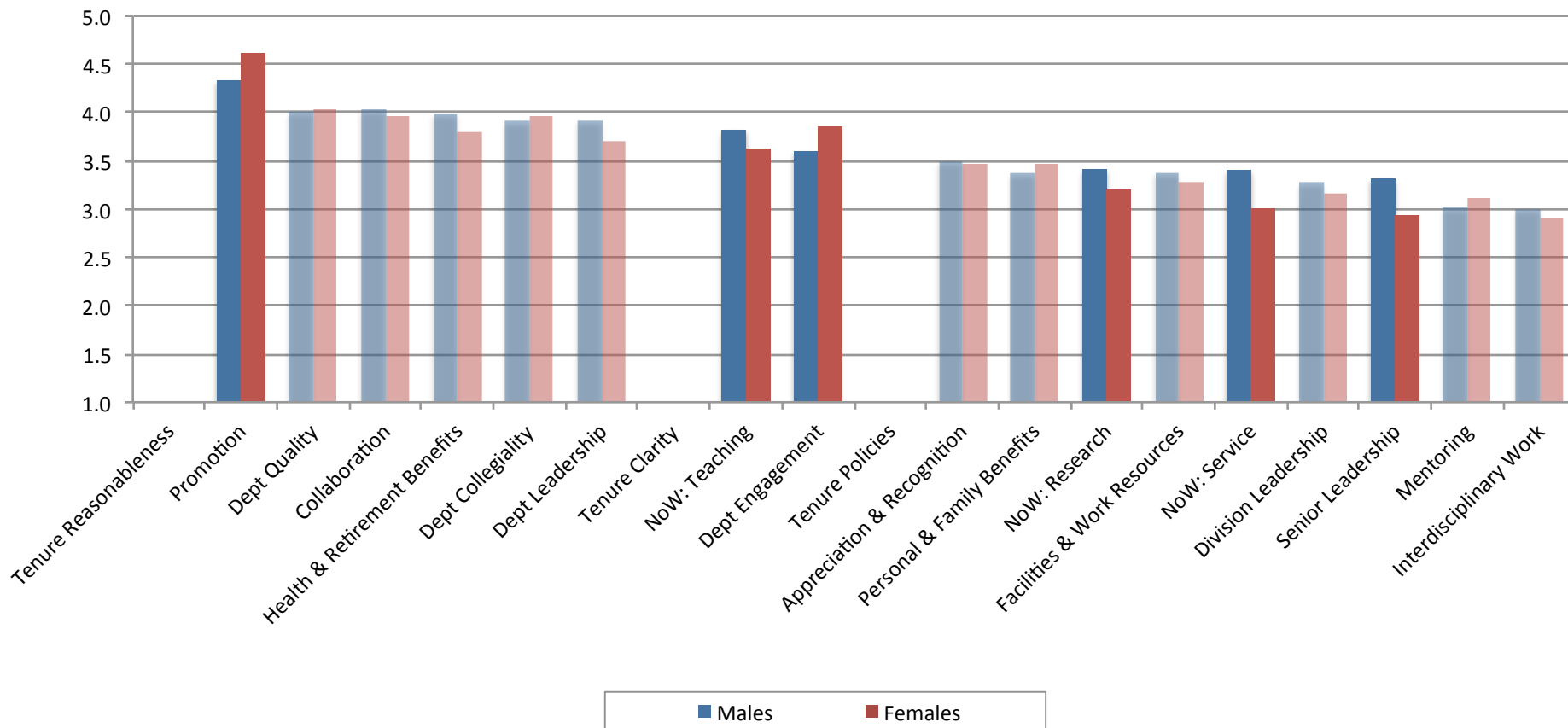
Legend: Males (blue), Females (red)

COACHE Survey of Faculty Job Satisfaction Benchmark Indicators, STEM faculty by Unit

Division of Social Sciences
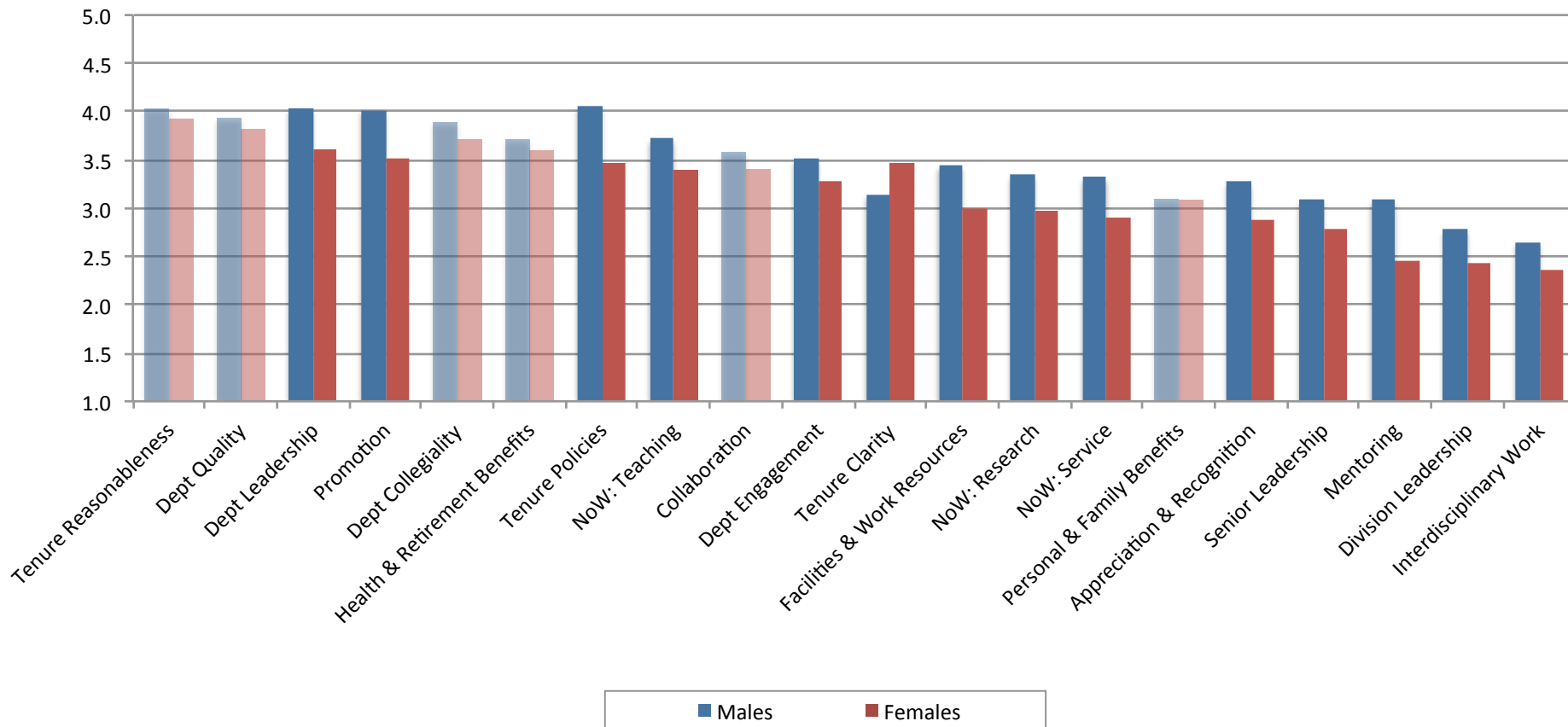
For America's Future, Engineering Needs to Diversify

Posted: 11/07/2014 1:58 pm EST Updated: 11/07/2014 5:59 pm EST

Linda Katehi,

Chancellor, UC Davis

We have heard much back and forth in recent years about whether America turns out enough scientists and engineers to remain competitive in the global economy, but there is no debate on the demographic makeup of those scientists and engineers we are producing.

According to data maintained by the board governing the National Science Foundation, women and minorities continue to be underrepresented in engineering, a serious situation that demands our attention.

Women are half the nation's population, but the share of women in engineering dropped from 21 percent in 2000 to 18 percent in 2010.

African-Americans and Hispanics are also underrepresented, based on their overall numbers in the U.S. Census. Blacks make up 14 percent of the population, but just nine percent are earning bachelor's degrees in science and engineering. Hispanics are 20 percent of the college-age population, and they, too, get nine percent of B.S. degrees in science and engineering.

Since engineering graduates go from college to careers, the same gaps are found in the workplace. If the United States is going to continue as the most innovative and productive workforce in the world, and if we are going to have the intellectual capital needed to address our biggest economic, environmental, health and security challenges, we need more people involved in the effort.

At UC Davis, we take this responsibility very seriously. An organization called the College Database ranks the top 50 colleges advancing women in science, technology, engineering and math, or STEM, and UC Davis is number one in the nation, with more than 2,500 women in 169 STEM programs.

Our College of Engineering is indicative of our efforts to become more diverse. The percentage of degrees for women in the College are higher than the national averages. In 2012-13, women received 28 percent of the bachelor's degrees, up from 22 percent in 2009,

my first year as UC Davis' chancellor. For the same time period, women's share of master and doctoral degrees, which is where our future professors come from, was 31 percent and 21 percent.

We have also emphasized diversity in our faculty. There is still a long way to go, but in our College of Engineering, which U.S. News & World Report ranks as the 17th best in the nation among public universities, 19.2 percent of our faculty are women. Only two of the top 50 engineering colleges have higher percentages of female faculty. At the associate and assistant professor level, 27 percent are women, so our trend lines are headed in the right direction.

Hispanic's share of undergraduate degrees in the UC Davis College of Engineering also exceeds national averages. In 2012-13, Hispanics received 16 percent of bachelor's degrees in engineering, an increase from 13.6 percent in 2009. Unfortunately, African-American shares of undergraduate degrees in engineering at UC Davis lag behind already low national averages, at just 1.5 percent, and we know this gap needs to be addressed.

Even the smallest advances rarely occur by accident. Across UC Davis, we conduct aggressive outreach to connect with underrepresented groups as we strive to have a student and faculty makeup that reflects the diversity of California and the nation.

The Need For Role Models
I know from my own experience how crucial it is to see role models in the classroom and laboratories when you are a student, especially if you are a female entering one of the sciences. When I was an undergraduate studying electrical engineering at the National Technical University in Athens, I was one of two women in a class of 189. Not seeing anyone who looked or sounded like me, I felt isolated throughout my undergraduate years and seriously considered dropping out.

We know that girls at a young age tend to get discouraged from pursuing science and engineering because bias about their science aptitude still exists. With the bright science students we see at UC Davis, we know that bias is unfounded, and we have programs designed to help get young girls excited about science.

One such popular program, the Girls' Leadership Camp on Computing and Robotics, teaches 7th and 8th graders the basic principles of robotics, engineering and computer programming. Getting girls interested in science and engineering at a young age is one of our best bets for bringing more of them into STEM programs at UC Davis and other universities.

We also just completed the second year of a three-year National Science Foundation grant program known as ADVANCE that is allowing us to hire additional Latina science and technology faculty. We are also strengthening our mentorship efforts and building programs

that reduce institutional barriers and unconscious bias in faculty hiring and retention. UC Davis has earned a reputation as a good place for diverse faculty to aspire to work and we want to enhance that even more.

I have no doubt girls and other traditionally underrepresented groups can excel in STEM classes and careers like anyone else. We see the proof every day on our campus. It's up to us to work together to make sure they have the encouragement and opportunities for a 21st Century economy built on innovation and discovery.

http://www.huffingtonpost.com/linda-katehi/for-americas-future-engin_b_6118016.html#

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TWEETS	FOLLOWING	FOLLOWERS	FAVORITES	LISTS
440	311	123	76	1

Following

p=24100

🔄 3 ⭐ •••

🔁 UC Davis ADVANCE retweeted
WIA **Women In Academia** @WIAReport · Nov 26
New Report Looks at the Gender Gap in College Graduation Rates
wiareport.com/?p=24104

🔄 🔁 2 ⭐ 2 •••

🔁 UC Davis ADVANCE retweeted
Kathy Belov @KathyBelov · Nov 24
Women who succeed in academia 'have been supported and mentored' +
'have the confidence and optimism' to succeed in 'tournament'
#SAGEforum

🔄 🔁 15 ⭐ 12 •••

🔁 UC Davis ADVANCE retweeted
Jason H. Moore, Ph.D @moorejh · Nov 29
#academia #visualization RT @drElsje: Somewhere things go wrong.
Academic structure by age, career stage, and gender

🔄 🔁 35 ⭐ 9 ••• View more photos and videos

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AAUW STEM @AAUWSTEM · Nov 16
"Portraits of Women Scientists" looks at women in the field:
bit.ly/1sMFCOH #STEM

↩   ♺ 20   ★ 7   •••

UC Davis ADVANCE @UCDavisADVANCE · Nov 24
Women in STEM: Progress, asymptote, and equality @HuffPostBlog
huff.to/1uh2BWx #ImpactX@CiscoCSR via @HuffPostScience

↩   ♺ 3   ★ 1   •••   View summary

⟲ UC Davis ADVANCE retweeted
TechWomen @TechWomen · Nov 22
6 STEM Jobs With the Most Women Workers ow.ly/EGoFf via @AOL

↩   ♺ 3   ★ 5   •••   View summary

⟲ UC Davis ADVANCE retweeted
Science Friday @scifri · Nov 22
"Let them know that asking questions isn't weird." Getting girls interested
in STEM w/@Ehmee scifri.me/osmopx

↩   ♺ 210   ★ 285   •••   View more photos and videos

⟲ UC Davis ADVANCE retweeted
Donnelly West @CatsCauseTypos · Nov 15
"Why would @synberc and @UCBerkeley put on an event like
#ExpandingPotential ? Diversity of thought is important." #science
#diversity

↩   ♺ 4   ★   •••

4

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TWEETS	FOLLOWING	FOLLOWERS	FAVORITES	LISTS
440	311	123	76	1

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Donnelly West @CatsCauseTypos · Nov 15

"Why would @synberc and @UCBerkeley put on an event like #ExpandingPotential ? Diversity of thought is important." #science #diversity

4

UC Davis ADVANCE retweeted

UCSF SysSynBio @UCSFSysSynBio · Nov 15

Anne MacLachlan on implicit bias: Blind (no name/gender) manuscript submission, apps ABRUPTLY raised % successful women #expandingpotential

5

UC Davis ADVANCE retweeted

Anke Schennink @ankeforpres · Nov 15

Ann MacLachlan: Implicit Bias has far reaching impact on careers of women and people of color in STEM fields & elsewhere #ExpandingPotential

4   1

UC Davis ADVANCE retweeted

Dawn Sumner @sumnerd · Nov 13

@lindakatehi welcomes 7 new CAMPOS faculty to @ucdavis w/statement on diversity -> excellence ucd-advance.ucdavis.edu/campos

4   2   View more photos and videos

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TWEETS	FOLLOWING	FOLLOWERS	FAVORITES	LISTS
440	311	123	76	1

Following

Linda Katehi @lindakatehi · Nov 14
Congrats to seven faculty members for being recognized CAMPOS scholars. #STEM @UCDavisAdvance @UCDavis @NSF

↰   ↻ 6   ★ 5   •••   View more photos and videos

UC Davis ADVANCE @UCDavisADVANCE · Nov 13
Congratulations to our new CAMPOS Faculty Scholars, formally receiving awards this evening! #STEM #womeninscience #UCDavis

↰   ↻   ★   •••

UC Davis ADVANCE retweeted
Maria Shriver @mariashriver · Nov 13
#AOC @lindakatehi has advice for young women in the workplace. What do you think? What advice would you give?
mariashriver.com/blog/2014/11/a...

↰   ↻ 17   ★ 16   •••

UC Davis ADVANCE retweeted
Tom Hinds @UCDavisMrktg · Nov 12
UC Davis ranked 1st by College Database with 2,500 women in STEM areas of study. Via @lindakatehi goo.gl/nR1fEl

↰   ↻ 9   ★ 8   •••

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TWEETS	FOLLOWING	FOLLOWERS	FAVORITES	LISTS
440	311	123	76	1

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STEM Women @STEMWomen · Nov 10
Sexism in Academic #Science: Analysis of The New York Times Op-Ed. buff.ly/1xcLvv8 #stemwomen

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Joanne Manaster @sciencegoddess · Nov 7
Why It's Crucial to Get More Women Into Science. fb.me/3XnQHOC2G

23   15

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Micah White, PhD @beingMicahWhite · Nov 4
Wait, Women Don't Have Equal Rights in the United States? We need a #newERA huffingtonpost.com/tabby-biddle/w… #womensparty

8

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440	311	123	76	1

Following

🔁 8   ⭐ 10   •••   View more photos and videos

🔁 UC Davis ADVANCE retweeted

Linda Katehi @lindakatehi · Oct 30
In my blog post I discuss @UCDavisADVANCE and its impact on recruitment and retention of female faculty in #STEM goo.gl/N5I7Nx

🔁 2   ⭐ 2   •••

🔁 UC Davis ADVANCE retweeted

AAUW STEM @AAUWSTEM · Oct 28
"Women in tech: It's not just a pipeline problem " bit.ly/ZTfKJg #STEM #women #tech

🔁 6   ⭐ 4   •••   View summary

🔁 UC Davis ADVANCE retweeted

MAKERS @MAKERSwomen · Oct 23
Women engineers and coders who changed technology aol.it/1tvkuhm #STEM

🔁 39   ⭐ 25   •••   View more photos and videos

🔁 UC Davis ADVANCE retweeted
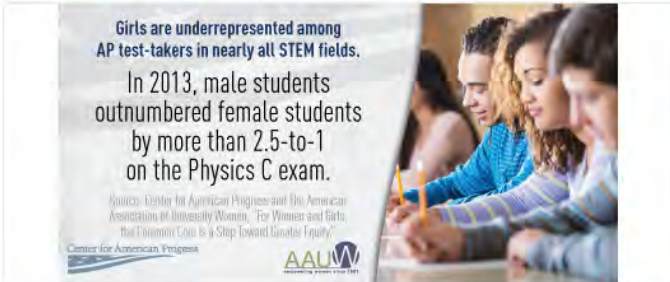
AAUWHigherEd @AAUWHigherEd · Oct 22
Why dismantling the barriers women face in #STEM fields is well worth it. bit.ly/1DxLMJA

🔁 1   ⭐   •••

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440	311	123	76	1

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UC Davis ADVANCE retweeted
WIA **Women In Academia** @WIAReport · Oct 27
New Information on the First American Woman to Earn a Ph.D.
in Chemistry wiareport.com/?p=23665

1

UC Davis ADVANCE retweeted
STEM Women @STEMWomen · Oct 26
Only 10% of editors on #Wikipedia are women. @Science_Academy will
tell us how you can edit pages on women scientists buff.ly/1spCA1x

29   8

UC Davis ADVANCE retweeted
Sense About Science @senseaboutsci · Oct 27
Congratulations to winners of the 2014 John #MaddoxPrize for standing
up for science @ejwillingham and @drg1985 bit.ly/Q5Xckb

58   20

UC Davis ADVANCE retweeted
STEMinist @steminist · Oct 28
"40 under 40: The future of women in tech looks bright" - buff.ly/1DUlPnF
via @fortune

5   6   View summary

UC Davis ADVANCE retweeted
Pamela L. Gay @starstryder · Oct 24
New Blog Post: Fighting to Stay - My researched life as a woman in
science starstryder.com/2014/10/25/fig...

Fighting to Stay

October 25, 2014, Pamela in Women in STEM   Leave a comment   Edit

86   63   View more photos and videos

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TWEETS	FOLLOWING	FOLLOWERS	FAVORITES	LISTS
440	311	123	76	1

Following

UC Davis ADVANCE retweeted

AAUW @AAUW · Oct 20
Last call! Join us Oct. 22 for a conference call on crucial #SCOTUS cases that matter to women and girls. bit.ly/1CG9bbl

↩ ⟲ 4 ★ ···

UC Davis ADVANCE retweeted

Emily Darling @emilysdarling · Oct 17
Congratulations @ConBiology on moving to double-blind peer review! A brave move to value all contributions equally. Well done.

↩ ⟲ 19 ★ 12 ···

UC Davis ADVANCE retweeted

Elgar Publishing @ElgarPublishing · Oct 17
NEW Women in Stem Careers - tinyurl.com/nkt2lp2 @cwru @CurtinUni #WomeninSTEM #STEM @STEMWomen @WomenNASA

STEM Careers

International Perspectives on Increasing Workforce Participation, Advancement and Leadership

↩ ⟲ 4 ★ 2 ···   View more photos and videos

UC Davis ADVANCE retweeted

AAUW Public Policy @AAUWPolicy · Oct 8
Latinas have to work 21 months to make what white men earn in 12 months. #WEmatter #Igualdadsalarial

UC Davis ADVANCE
@UCDavisADVANCE FOLLOWS

TWEETS	FOLLOWING	FOLLOWERS	FAVORITES	LISTS
440	311	123	76	1

Following

UC Davis ADVANCE retweeted

Washington STEM @washingtonstem · Oct 16
Why are women leaving #STEM jobs? ow.ly/CSvwd from @fastcompany

3   3   ···   View summary

UC Davis ADVANCE retweeted

MAKERS @MAKERSwomen · Oct 15
Women engineers and coders who changed technology aol.it/1tvkuhm
#STEM

57   50   ···   View more photos and videos

UC Davis ADVANCE @UCDavisADVANCE · Oct 16
Another Reason Freezing Employees' Eggs is a Terrible Idea - DNA
Science Blog bit.ly/1wNamld

···   View summary

UC Davis ADVANCE retweeted

Scientific American @sciam · Oct 13
Time to Raise the Profile of Women and Minorities in Science
goo.gl/fb/M0Vbkm

66   52   ···

UC Davis ADVANCE retweeted

Athene Donald @AtheneDonald · Oct 14
Mind the gender gap: why women must still fight for equality in science
@TheConversation bit.ly/ZYgoWm #ALD14

36   8   ···   View summary

19

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Following

↩ ⇄ 36 ★ 8 ••• View summary

UC Davis ADVANCE retweeted
STEMconnector @STEMConnector · Oct 14
100 Diverse Corporate Leaders in #STEM: Alicia Boler-Davis- Senior VP, Global Quality & Customer Experience of @GM bit.ly/1ETN8jh

↩ ⇄ 2 ★ 1 •••

UC Davis ADVANCE retweeted
AAUW STEM @AAUWSTEM · Oct 10
Fixing the gender gap in #tech may not be easy, but @Etsy is working to make a difference. bit.ly/1oXDkL2

There are only 3 female tech CEOs in the Fortune 500

Women make up 57% of the workforce

but make up only 25% of the tech industry start-ups

up quitting

Professional women earn 73 cents on the dollar compared to men

One in three women report dismissive attitudes from employees

↩ ⇄ 10 ★ 10 ••• View more photos and videos

UC Davis ADVANCE retweeted
AAUW STEM @AAUWSTEM · Oct 14
Today's Ada Lovelace day! The world's first computer programmer was a woman. Read all about her here: n.pr/1sy6NAe

↩ ⇄ 4 ★ 1 ••• View summary

UC Davis ADVANCE retweeted
Women In Bio @WomenInBio · Oct 9
Women who see their professional &gender identity as compatible succeed in negotiating pay blogs.hbr.org/2014/10/why-so... @WisdomandSpirit #PayGap

↩ ⇄ 2 ★ 1 •••

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TWEETS	FOLLOWING	FOLLOWERS	FAVORITES	LISTS
440	311	123	76	1

Following

The Boston Globe @BostonGlobe · Oct 7
In recent years, postdoc position has become less a stepping stone and more of a holding tank. bit.ly/1OJHW1V

at initial RO1 equivalent award
*First major federal funding to support their own laboratories

MD-PHD

44

42

40   41.7 PHD ONLY

38   39.9

36   39.0

34 36.8

32

↩   ⇄ 35   ★ 10   •••   View more photos and videos

⊡ UC Davis ADVANCE retweeted
STEMfem @STEMfem · Oct 7
"The Forgotten Female Programmers Who Created Modern Tech" via @NPR — #STEMfem #herstory fb.me/6Vgytnh6h

↩   ⇄ 3   ★ 1   •••   View summary

UC Davis ADVANCE @UCDavisADVANCE · Oct 1
Diversity Leads to Success in Higher Education @HuffPostBlog huff.to/YJuGsJ via @HuffPostCollege @lindakatehi #UCDavis

↩   ⇄ 3   ★ 4   •••   View summary

UC Davis ADVANCE @UCDavisADVANCE · Sep 29
Gender bias in cardiac research = heart disease #1 killer of US women. "The Woman's Heart Attack" via @nytimes nyti.ms/1szy0US

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440	311	123	76	1

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UC Davis ADVANCE retweeted

MAKERS @MAKERSwomen · Sep 27
When women lead, companies earn higher returns than w/all-male leadership. More @Madeleine: aol.it/1sEeTmG

" WE KNOW THAT SOCIETIES ARE MORE STABLE WHEN WOMEN ARE POLITICALLY AND ECONOMICALLY EMPOWERED. "

MADELEINE ALBRIGHT

↩   ⇄ 26   ★ 15   •••   View more photos and videos

UC Davis ADVANCE retweeted

AAUW STEM @AAUWSTEM · Sep 26
These nasty comments could discourage any girl from #STEM fields: huff.to/ZfZuCh

I was interested in a career in it he laughed at me and said "girls don't make good scientists, too

↩   ⇄ 4   ★ 1   •••   View more photos and videos

25

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TWEETS	FOLLOWING	FOLLOWERS	FAVORITES	LISTS
440	311	123	76	1

Following

UC Davis ADVANCE retweeted

dr sarah @FataMorgana_LS · Sep 27

MT @SciBry: No women winning your top fellowships? Handy tips on how to solve #WomanProblem
stemwomen.net/jonathan-eisen/

2. Blame women – "We had women on all our selection committees to guard against this sort of thing happening."
3. Draw a line in the sand – "We'd love to see more women, just so long as there's no compromise on excellence"
4. Blame the system – "We're just not getting good women applying."
5. Conclude that it's a statistical anomaly – "We had twice that number of women three years ago."
6. Ask a female colleague for help – "You must know: where are all the women?"
7. Play the waiting game – "We just need to give it time. Good young women are coming up through the ranks."
8. Worry about inequity – "If we adjust the rules, good men will miss out!"
9. Deny there's a problem – "These days, women have an advantage!"
10. Change nothing – "We really hope women are motivated by this sort of result

⬅ 🔁 35 ⭐ 19 ···   View more photos and videos

UC Davis ADVANCE @UCDavisADVANCE · Sep 27

How Nations Fare in PhDs by Sex [Interactive]
scientificamerican.com/article/how-na...

⬅ 🔁 ⭐ ···

UC Davis ADVANCE retweeted

Athene Donald @AtheneDonald · Sep 26

Is the Royal Society Treating Women Fairly? bit.ly/1uKct8z Last night's post on @royalsociety URF gender mix. Who should do what?

⬅ 🔁 52 ⭐ 14 ···

UC Davis ADVANCE retweeted

AAUW STEM @AAUWSTEM · Sep 24

The Grand Prize winners of the 2014 Google Science Fair were two 16-year-old #GirlsinSTEM. Congrats, ladies! bit.ly/Y6jxBX

⬅ 🔁 4 ⭐ 3 ···

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440	311	123	76	1

Following

UC Davis ADVANCE retweeted

AAUW STEM @AAUWSTEM · Sep 25

Highest paying jobs for #women are (unsurprisingly) in #STEM:
bit.ly/1uYKljs

6   1   View summary

UC Davis ADVANCE retweeted

Katie Mack @AstroKatie · Sep 25

Journalist interviews female cosmonaut, decides to ask about her hair &
children. bbc.in/1pfyAjD HT @zippydazipster @EverydaySexism

46   6

UC Davis ADVANCE retweeted

WomenTechCouncil @WomenTechCncl · Sep 21

Please watch and share our Awards video highlighting all of our amazing
Finalists and Student Finalists for Women... fb.me/3HJJCc8fA

YouTube

Michelle Kolbe
Lead Business Intelligence Engineer at Backcountry.com

5   3   View more photos and videos

27

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TWEETS	FOLLOWING	FOLLOWERS	FAVORITES	LISTS
440	311	123	76	1

Following

Inst AFAM Research @iaarunc · Sep 24
#iaarchat Dr. Ashby: Important to have male colleagues that speak to issues concerning lack of female faculty in STEM

🔁 5 ★ •••

UC Davis ADVANCE retweeted
AAUWHigherEd @AAUWHigherEd · Sep 22
Getting more women into #STEM fields isn't only the right thing to do. It's the smart thing to do. bit.ly/AAUWMovingTheN…

🔁 1 ★ •••

UC Davis ADVANCE retweeted
Nature News&Comment @NatureNews · Sep 22
Greater diversity in science's workforce and ideas is long overdue nature.com/diversity Special issue with @SciAm.

nature
SCIENTIFIC
AMERICAN™

Diversity: A Nature
& Scientific American
special issue

Inclusive science is better science

➔ nature.com/diversity

🔁 74 ★ 31 ••• View more photos and videos

UC Davis ADVANCE @UCDavisADVANCE · Sep 20
What keeps girls from studying physics and STEM | Opinion | The Seattle Times seattletimes.com/html/opinion/2…

🔁 ★ ••• View summary

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TWEETS 440
FOLLOWING 311
FOLLOWERS 123
FAVORITES 76
LISTS 1

Following

Tenure, She Wrote @TenureSheWrote · Sep 17
Not the newbie anymore - growing into mid-career mentorship
wp.me/p32YqZ-oi

↩   ♺ 8   ★ 10   ...   View summary

UC Davis ADVANCE retweeted

WiB Women In Bio @WomenInBio · Sep 17
#WomenInSTEM across the globe talk about the stereotypes they've
experienced @4womeninscience
youtube.com/watch?v=dsltfM...

▶ YouTube

↩   ♺ 2   ★   ...   View more photos and videos

UC Davis ADVANCE retweeted

WiB Women In Bio @WomenInBio · Sep 17
How to support women in #biotech? @esspgh talked w/Founder-CSO
@CogRx & Director @CWEChatham
wesa.fm/post/how-encou... #womeninscience @905wesa

↩   ♺ 4   ★   ...

30

Appendix H: ADVANCE Twitter Posts and Retweets: July – December 2014

itself is **BROKEN**

🔁 52   ⭐ 29   •••   View more photos and videos

UC Davis ADVANCE @UCDavisADVANCE · Sep 5

What It's Like Raising Money As A Woman In Silicon Valley
onforb.es/V1ulj8 via @forbes

↩   🔁   ⭐   •••   View summary

UC Davis ADVANCE retweeted

Ms. Magazine @msmagazine · Sep 5

"Racism and sexism are intertwined and must be fought together."
#GloriaSteinem #MayaAngelou #FeministFriday

🔁 244   ⭐ 201   •••   View more photos and videos

UC Davis ADVANCE retweeted

STEM Women @STEMWomen · Sep 2

"Just Say No to Service Fairytale": Research finds women serve on 50%
more faculty committees than men. buff.ly/1zluyW2 #stemwomen

↩   🔁 3   ⭐ 1   •••   View summary

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440	311	123	76	1

Following

↩ ⟳ 3 ★ 1 ••• View summary

⟳ UC Davis ADVANCE retweeted
The Finch and Pea @finchandpea · Sep 4
What would you want your daughter to know about being a woman in science? wp.me/pXK0q-3s9

↩ ⟳ 12 ★ 4 ••• View summary

⟳ UC Davis ADVANCE retweeted
CHANGE THE EQUATION @changeequation · Sep 4
The premium on #STEM earnings has grown from 12% to 21% since 1970. #STEMtistics #workforce bit.ly/1t43AWy

In 1970, STEM workers earned 12 percent more than non-STEM workers.

By 2012, that premium {GREW TO 21%}

{CHANGE THE EQUATION} STEMtistics WORKFORCE

↩ ⟳ 21 ★ 10 ••• View more photos and videos

UC Davis ADVANCE @UCDavisADVANCE · Sep 4
What the Fight for Grass at the Women's World Cup Says to Girls aauw.org/?p=39778 via @aauw

↩ ⟳ ★ •••

UC Davis ADVANCE @UCDavisADVANCE · Sep 4
Peptoid Nanosheets at the Oil/Water Interface shar.es/11dgOw via @sharethis Congrats to Prof. Geri Richmond on co-discovery! #COACh

↩ ⟳ 1 ★ 1 •••

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TWEETS	FOLLOWING	FOLLOWERS	FAVORITES	LISTS
440	311	123	76	1

⚙ **Following**

🔁 UC Davis ADVANCE retweeted

23andMe @23andMe · Aug 20

An expert in #DNA sequencing, Dr. Blackburn earned a Nobel Prize in 2009 for her work on telomeres. #womeninscience

> was awarded the Nobel Prize in Physiology or Medicine in 2009 for "the discovery of how **chromosomes are protected by telomeres and the**

View more photos and videos

↩ 🔁 20 ★ 13 •••

🔁 UC Davis ADVANCE retweeted

STEM Women @STEMWomen · Aug 20

Gender Imbalance in Tech: breaking the cycle of "hostile macho cultures." @invoker CEO of @hootsuite buff.ly/1tgjhfv #stemwomen

↩ 🔁 3 ★ 2 ••• View summary

🔁 UC Davis ADVANCE retweeted

AAUW @AAUW · Aug 21

Why the 1995 Beijing conference for women was so groundbreaking bit.ly/1z6kPIN #wmnhist #Beijing20

↩ 🔁 5 ★ •••

UC Davis ADVANCE @UCDavisADVANCE · Aug 16

Why Stereotypes Are Bad and What You Can Do about Them : AAUW: Empowering Women Since 1881 aauw.org/2014/08/13/why...

↩ 🔁 ★ •••

43

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440	311	123	76	1

⚙ **Following**

UC Davis ADVANCE retweeted
Women In Academia @WIAReport · Aug 12
Recent Books That May Be of Interest to Women Scholars
wiareport.com/?p=22845

↩ ♺ 1 ★ 1 •••

UC Davis ADVANCE retweeted
BioMelbourne Network @biomelb · Aug 12
More than 40% of women with engineering degrees either never enter or
leave the profession: theconversation.com/women-with-eng…
#ozwomensci

↩ ♺ 12 ★ 2 •••

UC Davis ADVANCE retweeted
Aust Academy Science @Science_Academy · Aug 12
The international union for mathematics has annoucned a brand new
website for Women in Mathematics: mathunion.org/wim/ ping @monsoon0

↩ ♺ 19 ★ 11 •••

UC Davis ADVANCE retweeted
For Women in Science @4womeninscience · Aug 6
These 5 inspiring @Loreal @UNESCO Awards Laureates have a
message to share with the world: #Science is for #everyone bit.ly/1umiiJD

↩ ♺ 91 ★ 29 •••

UC Davis ADVANCE retweeted
Jonathan Eisen @phylogenomics · Aug 15
@cmdarwent @NASciences lots of work to be done ... it is also why I am
working on the @UCDavisADVANCE project ucd-advance.ucdavis.edu

↩ ♺ 1 ★ 1 •••   View conversation

UC Davis ADVANCE retweeted
For Women in Science @4womeninscience · Aug 13
Top Math Prize Has Its First Female Winner nyti.ms/1oHKVf9 #bravo
#womeninscience

↩ ♺ 12 ★ 13 •••   View summary

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440	311	123	76	1

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Buddhini S @DrHalfPintBuddy · Aug 7

"Largest pay gap exists btw men + women who have received a bachelor's in physical + related sciences" goo.gl/mEei0h cc @STEMWomen

↩   ♺ 8   ★ 2   •••

UC Davis ADVANCE retweeted

Tenure, She Wrote @TenureSheWrote · Aug 7

CU-Boulder moves to fire professor accused of retaliating against a grad student who reported sexual assault: bit.ly/V5Jhwt

↩   ♺ 4   ★ 2   •••

UC Davis ADVANCE retweeted

Tenure, She Wrote @TenureSheWrote · Aug 8

What do you do when students can't afford textbooks? Developing curricula to accommodate reality wp.me/p32YqZ-nf

↩   ♺ 14   ★ 6   •••   View summary

UC Davis ADVANCE retweeted

Maryn McKenna @marynmck · Aug 8

i bet you didn't know that the WashPost has a new science blogger, did you? a female science blogger? now you do. follow @RachelFeltman!

↩   ♺ 21   ★ 9   •••

46

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TWEETS	FOLLOWING	FOLLOWERS	FAVORITES	LISTS
440	311	123	76	1

⚙ **Following**

Rebecca Lave @RebeccaLave · Feb 4
Debunking the myth of the 80-hour academic work week, 'cause no one actually does that. dynamicecology.wordpress.com/2014/02/04/you... via @AcademicsSay

↩ ♺ 43 ⭐ 33 ••• View summary

UC Davis ADVANCE @UCDavisADVANCE · Aug 6
In Science, It Matters That Women Come Last 53eig.ht/1uAyiM1

↩ ♺ ⭐ ••• View summary

UC Davis ADVANCE retweeted
MAKERS @MAKERSwomen · Aug 6
Who topped @Forbes 100 Most Powerful Women list? --> aol.it/1sfS3mP

↩ ♺ 4 ⭐ 3 ••• View summary

UC Davis ADVANCE retweeted
Joanne Kamens @JKamens · Aug 6
RT @katemcinturff: when Google increased family leave from 3 months to 5, saw 50% drop in # of moms who quit wapo.st/1jZwU0S

↩ ♺ 6 ⭐ ••• View summary

UC Davis ADVANCE @UCDavisADVANCE · Aug 6
Science Has a Gender Problem. Science Just Made It Worse. slate.com/blogs/xx_facto... via @doublexmag

↩ ♺ ⭐ ••• View summary

UC Davis ADVANCE retweeted
Jacquelyn Gill @JacquelynGill · Aug 1
The #womeninscience LEGO Research Institute set is now available! bit.ly/1kqfg6R

↩ ♺ 39 ⭐ 15 •••

UC Davis ADVANCE retweeted
Tenure, She Wrote @TenureSheWrote · Aug 4
In today's post, DrBotanista discusses the professional isolation that goes

47

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440	311	123	76	1

Following

along with Adjuncting tenureshewrote.wordpress.com/2014/08/04/pro…

↩ ⟲ 10 ⭐ 6 ••• View summary

UC Davis ADVANCE @UCDavisADVANCE · Aug 6
Dress codes: Suitable disruption | The Economist econ.st/1mfhl0y

↩ ⟲ ⭐ ••• View summary

⟲ UC Davis ADVANCE retweeted
Girl Up @GirlUp · Aug 6
Michelle Obama's open letter to American girls: Commit to your education & get involved in others': trib.al/ga0yurl @FLOTUS

↩ ⟲ 30 ⭐ 23 •••

⟲ UC Davis ADVANCE retweeted
Lean In @LeanInOrg · Aug 4
Excited to join Facebook Live for a conversation between Malala Yousafzai & Sheryl Sandberg. Tune in 8/8 @ 11 AM PT!

A CONVERSATION WITH
Malala Yousafzai
Founder of Malala Fund
August 8, 2014 | 11:00 AM PT | Facebook HQ

↩ ⟲ 64 ⭐ 57 ••• View more photos and videos

⟲ UC Davis ADVANCE retweeted
For Women in Science @4womeninscience · Aug 1
Was Rosalind Franklin discriminated against because she was a woman? bit.ly/1nSHl6s #womeninscience

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440	311	123	76	1

⚙ **Following**

Anita Borg Institute @anitaborg_org · Aug 1
Women in Tech is a Hot-Button Trend, but B of A's Denise Menelly has Been Pushing it for Years anitaborg.org/news/abi-in-th... via @anitaborg

↩   ♻ 1   ★ 2   •••

🔁 UC Davis ADVANCE retweeted
Diversity Careers @divcar · Aug 1
For women biz owners and others who interact: 5 Tips for Women to Tame the Negotiation Tiger ow.ly/zQjgF #womenowned

↩   ♻ 2   ★   •••   View summary

🔁 UC Davis ADVANCE retweeted
Forbes Woman @ForbesWoman · Jul 31
Women Are The Happiest Entrepreneurs In America, Says Study onforb.es/1nTUfSy

↩   ♻ 78   ★ 48   •••   View summary

🔁 UC Davis ADVANCE retweeted
UCDavis_Egghead @UCDavis_Egghead · Jul 31
RT @LeadershipACE: Linda Katehi @ucdavis says #faculty want #WorkLifeBalance and to feel professionally satisfied

↩   ♻ 1   ★ 1   •••   View more photos and videos

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TWEETS	FOLLOWING	FOLLOWERS	FAVORITES	LISTS
440	311	123	76	1
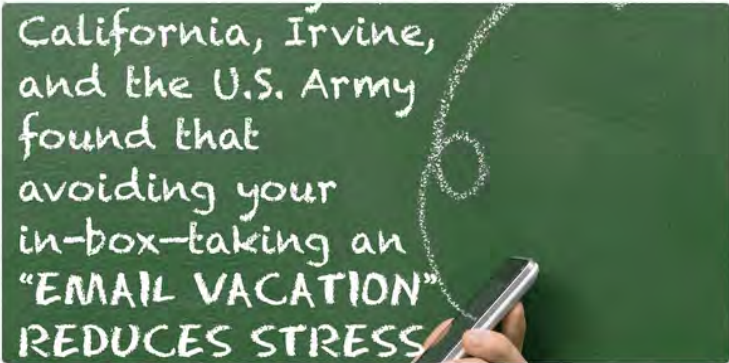
Following

Diversity Careers @divcar · Jul 31
How to keep talented people from leaving an area or marketplace: It takes a village to raise #STEM talent ow.ly/zNubl

↩   ♻ 3   ★   •••

UC Davis ADVANCE retweeted
SACNAS @sacnas · Jul 31
Presenting our Distinguished Award Recipients for 2014... ow.ly/zNwYQ #SACNAS2014

↩   ♻ 3   ★ 1   •••

UC Davis ADVANCE retweeted
Women In Bio @WomenInBio · Jul 31
In a #negotiations role-play, people were significantly more likely to blatantly lie to women: slate.com/blogs/xx_facto... #GenderGap #confidence

↩   ♻ 3   ★   •••   View summary

UC Davis ADVANCE retweeted
Arianna Huffington @ariannahuff · Jul 31
Taking an "email vacation" reduces stress and allows you to focus more. #Thrive

California, Irvine, and the U.S. Army found that avoiding your in-box-taking an "EMAIL VACATION" REDUCES STRESS

↩   ♻ 83   ★ 61   •••   View more photos and videos

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Following

UC Davis ADVANCE retweeted
Joanne Kamens @JKamens · Jul 31
RT @Stemettes: Women in STEM Begins With Girls in STEM: 7 Ways to Support a Generation of Scientific Young Women buff.ly/1o4aOcU
2 2   View summary

UC Davis ADVANCE @UCDavisADVANCE · Jul 31
How To Move The Women In Technology Conversation To The Mainstream fastcompany.com/3028608/women-...
                                                      View summary

UC Davis ADVANCE @UCDavisADVANCE · Jul 31
Your Work Is Not Your Life slate.com/blogs/moneybox... via @slate
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Lessons Learned: The Value of Mentorship. Great article by our AWIS past president, Donna Dean, Phd. Take look & RT! ow.ly/yrf6F

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.@drugmonkeyblog has interesting post/discussion on how being read as "young" hurts women in science/academia: scientopia.org/blogs/drugmonk … (1/22)

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#Microaggressions in #STEM: daily actions, jokes & comments that affect women's sense of inclusion at work. @slate buff.ly/1pZznXo

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CAMPOS Scholar Survey

Dear CAMPOS Scholar,

This survey was designed to gather information on your expectations, goals and needs for the coming year. Your feedback will shape the types of activities and supports we provide to CAMPOS Scholars as part of the CAMPOS Program.

Thank you so much for your participation.

1. What types of activities and benefits do you expect to participate in as a CAMPOS Scholar? (Check all that apply.)

☐ Mentorship

☐ Networking

☐ Research collaborations

☐ Access to resources

☐ Being part of a diverse scholarly community

☐ Grant funding

☐ Leadership coaching

Other (please specify)

[   ]

2. Was being a CAMPOS Scholar an important part of your decision to accept the position at UC Davis?

○ Yes

○ No

Other (please specify)

[   ]

3. What types of research related resources and supports do you feel will be most helpful to you in the coming year?

☐ Managing a laboratory (equipment ordering, lab safety training, etc.)

☐ Hiring and managing research personnel

☐ Applying for research grants

☐ Grant writing

☐ Identifying internal and external research funding available to new faculty

Other (please specify)

_____

4. What types of teaching related resources and supports do you feel will be most helpful to you in the coming year? (Check all that apply.)

☐ Negotiating and managing teaching load

☐ Participating in Graduate Groups

☐ Working with teaching assistants

☐ Classroom management (large lecture)

☐ Mentoring post-doctoral scholars

☐ Mentoring graduate students

☐ Mentoring undergraduate students

Other (please specify)

_____

5. Which types of professional development related resources and supports do you think will be most helpful to you in the coming year? (Check all that apply.)

☐ Learning about the faculty merit and promotion review process

☐ Balancing committee service with teaching and research obligations

☐ Networking and establishing external collaborations

☐ Professional communication to specialist (conferences, seminars) and non-specialist (outreach, media) audiences

☐ Developing a social media or online presence as an educator/expert

6. Please identify University Governance and Faculty Service related information and resources that you feel will be most helpful to you this coming year. (Check all that apply.)

☐ Orientation to UC Davis policies, processes and infrastructure

☐ Your college, school and/or department's organizational chart

☐ Your college, school and/or department's list of administrative resources and committees

☐ The role of the Academic Senate in setting campus policies and faculty reviews

☐ Resource distribution across the ten campus UC system and governance by the UC Office of the President

Other (please specify)

[   ]

7. What was most appealing to you about becoming a CAMPOS Scholar? (Select one)

○ Being in a community of other like-minded scholars

○ Being part of a new STEM research effort

○ Mentorship from senior faculty

○ Access to resources

○ Orientation to a new system

Other (please specify)

[   ]

8. Did you meet with members of the CAMPOS committee during a campus visit?

○ Yes

○ No

○ Not sure

Other (please specify)

[   ]

9. Do you have a clear understanding of what it means to be a CAMPOS Scholar?

○ Yes

○ No

○ Not sure

Please explain

[   ]

10. Is there any other feedback you would like to provide us about being a CAMPOS Scholar?

[   ]

ADVANCE Women Faculty Reception Survey Summary: November 2014

Prepared by Lisa Sullivan, Internal Evaluation Team

One of the goals of the UC Davis ADVANCE grant is to increase networking among women faculty on campus as a way to improve campus climate and increase connections and collaborations among women faculty. The ADVANCE leadership team recognizes this as an important aspect of developing an inclusive and diverse campus climate. With this in mind, the Mentorship and Networking Initiative worked together with the ADVANCE leadership team to host a Women Faculty Reception on Thursday, October 23rd, 2014. This was the second year that the reception was hosted by the ADVANCE Mentorship and Networking committee. The event was held at the Mondavi Center on campus and included introductory remarks and speeches from ADVANCE leadership, including Chancellor Linda Katehi, Provost Maureen Stanton, and Co-Director Karen McDonald. The remaining time was open to allow attendees to talk, connect, and meet their colleagues from across campus.

All women faculty on campus with current e-mail contact information (2087) were invited to attend the event. There were 178 women faculty members who did not have accurate e-mail contacts in the Vice Provost's data base and therefore did not receive invitations. In addition, twelve male faculty members who are part of the ADVANCE program were invited to the event. A total of 74 people attended the event which included 65 women faculty, 2 male faculty, and 7 administrators and ADVANCE staff. Of the women faculty who were invited to the event 3% attended (65/2087).

A post-event survey was developed by the internal evaluation team in collaboration with the Mentorship and Networking Initiative co-directors and the ADVANCE leadership team. Of the 74 attendees who were invited to complete the post-event survey, 47 individuals responded (63% response rate). Respondents were asked to identify their position or role within their department. This information allowed the evaluation team to determine if attendees' responses varied by the position they held (Academic Federation, Assistant Professor, Associate Professor, Full Professor). Of the 47 respondents, only 5 did not provide this information. Forty percent of the attendees were Full Professors, 17% were Assistant Professors, 14% were Associate Professors, and 17% were members of the Academic Federation (lecturers, adjunct faculty). This information is displayed in Figure 1 below. A small percentage of attendees were administrators and students. Given that there were very few attendees who identified as students or administrators, these roles were not included in the data display in Figure 1.

Figure 1. Positions held by attendees (N=42)
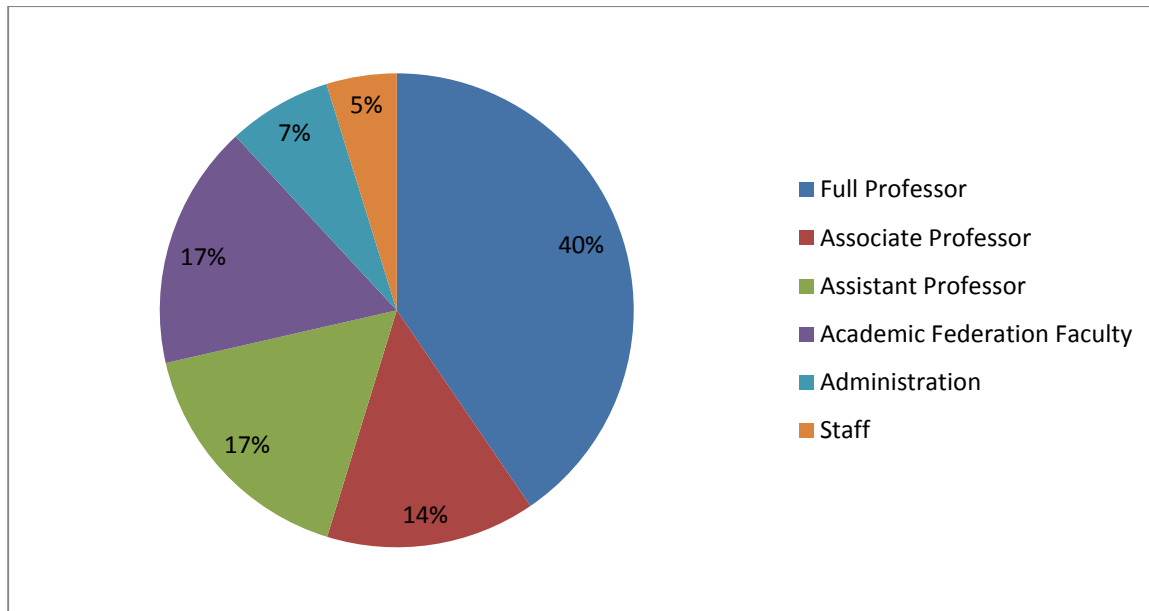
Attendees were also asked to identify the college in which they worked. The largest percentage of attendees was from the College of Agricultural and Environmental Sciences (21%), and another 18% of attendees were from the Division of Social Sciences. Other attendees were fairly evenly divided among the colleges across campus with the smallest percentage of attendees coming from the Graduate School of Management (2%), the School of Medicine (3%), and the School of Nursing (3%) (Figure 2).

Figure 2. Home department of attendees (N=39)
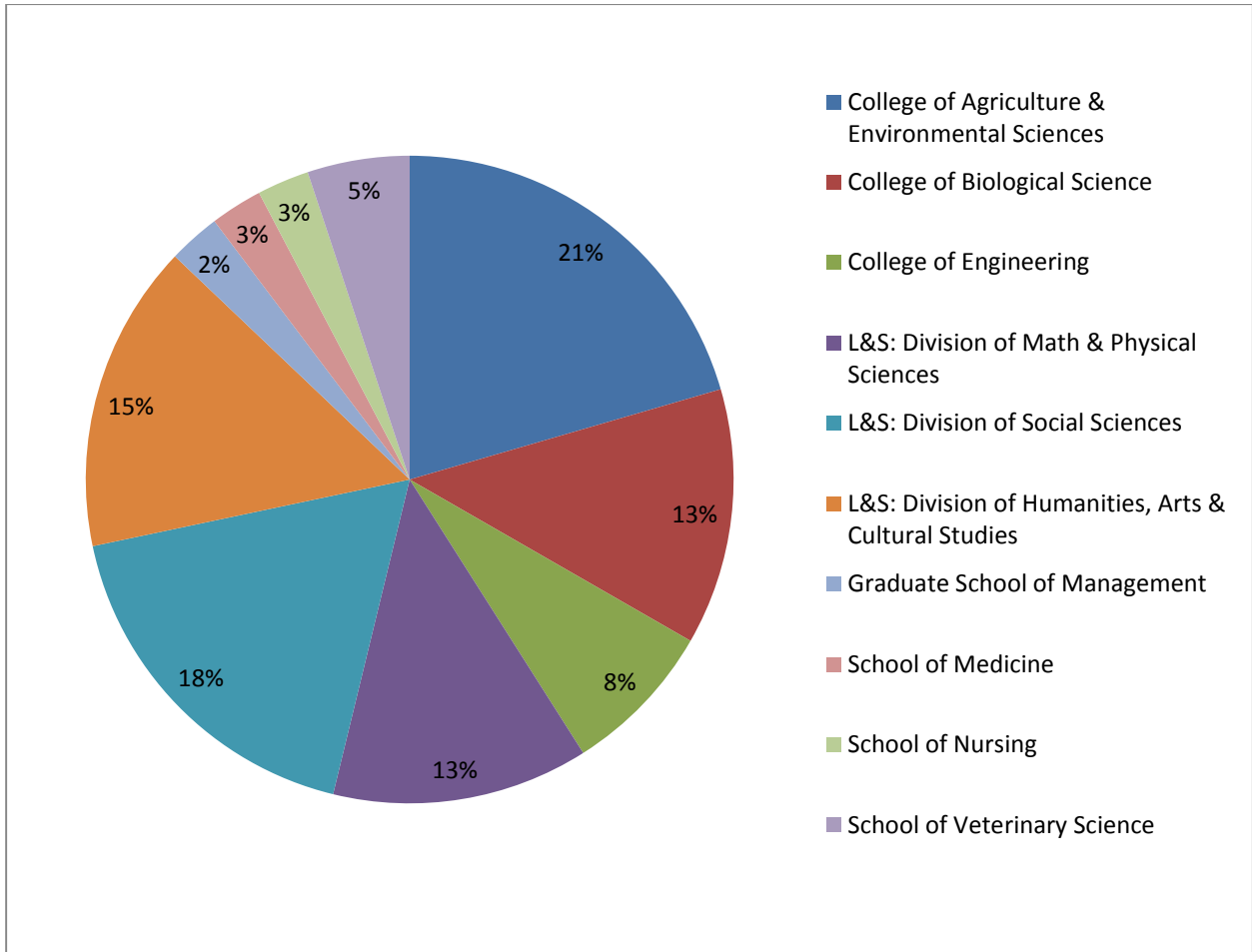
Attendees were asked to provide their ethnicity and the majority (78%) self-identified as White. The remaining attendees self-identified as Asian (9%), Hispanic (5%), and African American (3%) (Figure 3). These percentages vary only slightly from the previous year when 77% of attendees were white, 9% were Hispanic, 9% were Asian, and 5% were African American. Seven respondents chose not to identify their ethnicity.

Figure 3. Ethnicity of attendees (N=40)
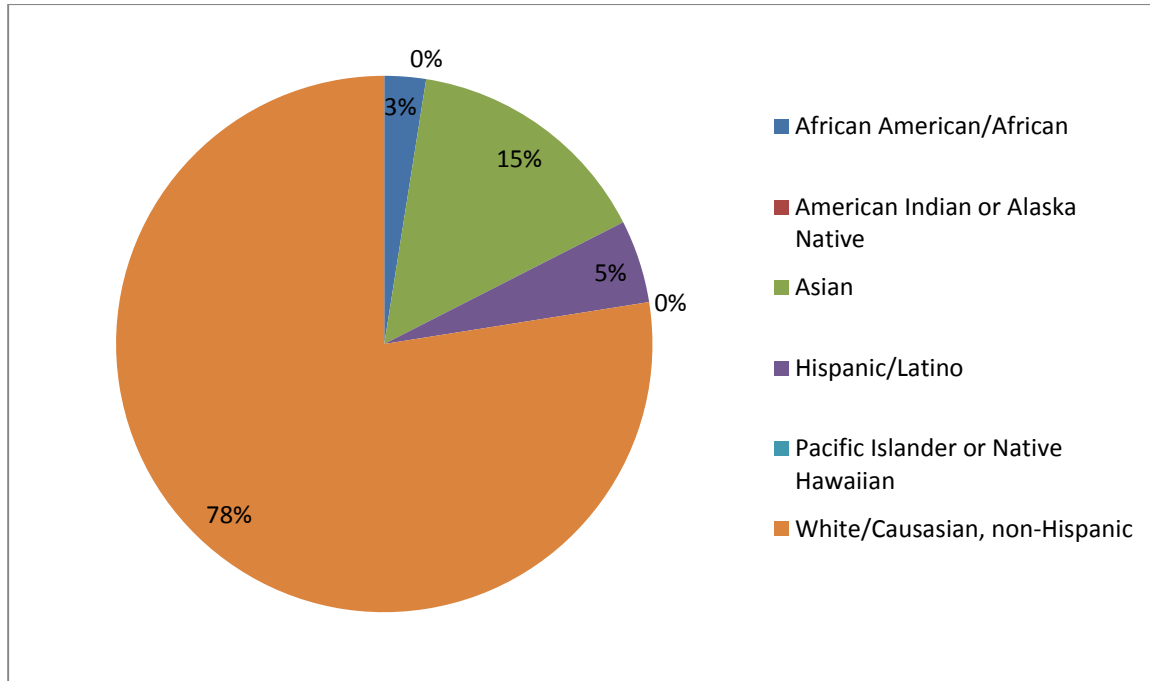
The post-event survey also asked nine questions to gain feedback about different aspects of the reception (Survey, Appendix A). The first question asked attendees how they had learned about the event and the vast majority (98%) of attendees heard about the event from the ADVANCE invitation which was sent out via e-mail. Attendees were also asked if they attended the event with a colleague. The majority (91%) of attendees responded that they did not attend with a colleague.

When asked why they had attended the event, the majority (88%) of women said that they "wanted to meet other women faculty." Twenty-three percent of women attendees responded that they were "interested in learning more about ADVANCE," and thirty percent responded that they thought "it just sounded fun and interesting." It should be noted that respondents were able to select more than one option in this item so totals may not add up to 100% (Figure 5).

Figure 5. Why were you interested in attending this event? (N=43)
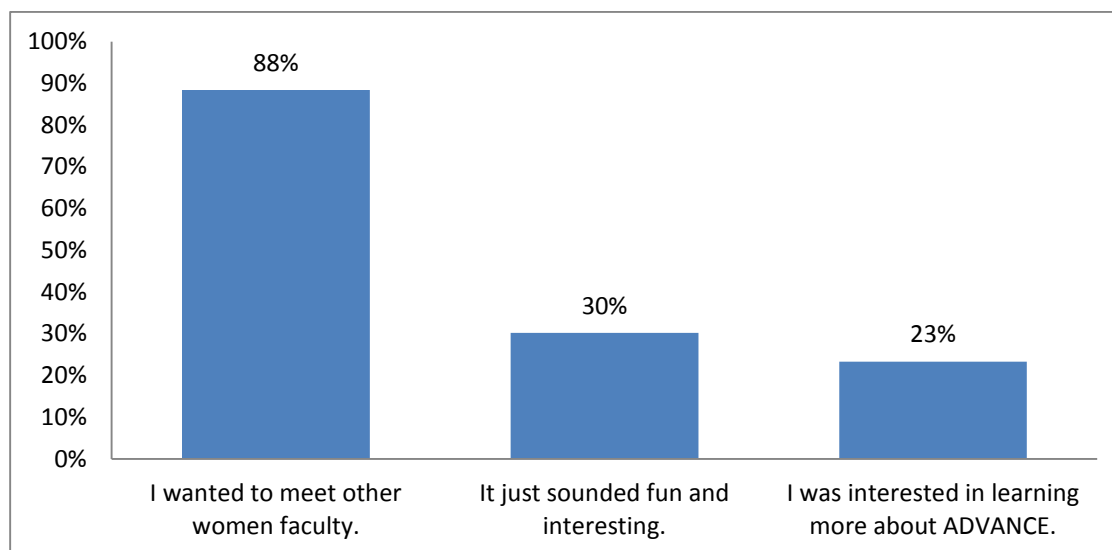
When asked to rate their satisfaction with different elements of the event, overall the majority of attendees responded that they were either "satisfied" or "very satisfied" with all of the identified aspects. Specifically, 79% of attendees were "satisfied" or "very satisfied" with the organization of the event. Sixty-six percent responded that they were "satisfied" or "very satisfied" with the opportunity to expand their professional network." When asked to rate their satisfaction with the "opportunity to learn about research across campus," 41% of respondents selected "neutral," which was a larger percentage than the other categories (Figure 6). In the previous year, this same item received 37% "neutral" and 7% "dissatisfied" ratings. This suggests that future ADVANCE events should provide additional opportunities for women faculty to learn about research across campus.

Figure 6. How satisfied were you with the following aspects of the event (N=46)*
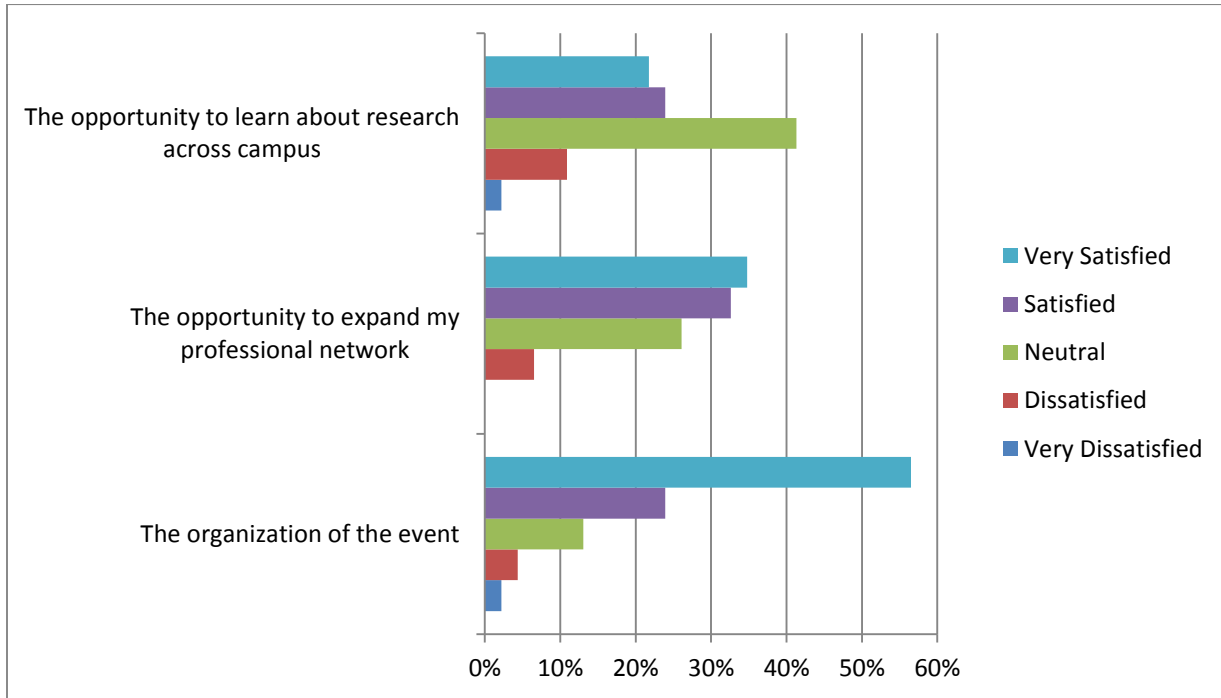
*Bars do not add up to 100% because attendees could select more than one option.

Answers to the above question were broken down by faculty rank to get a clearer picture of how different faculty members viewed the event (Figure 7). As a reminder, forty percent of the attendees were Full Professors, 17% were Assistant Professors, 14% were Associate Professors, and 17% were members of the Academic Federation (lecturers, adjunct faculty).The results showed that across faculty rank, most attendees were either satisfied or very satisfied with the organization of the event (Figure 7). In addition, most faculty members across rank were either satisfied or very satisfied with the opportunity provided to expand their professional network (Figure 8). However, there were a larger number of "neutral" responses for this item than for the previous item. Finally, when asked to rate the opportunity to learn about research across campus, there were fewer satisfied/very satisfied responses across all faculty positions for this item (Figure 8). There were no statistically significant differences in ratings by faculty rank (Ratings for all three of these individual items were analyzed using a Chi-Square analysis).

Figure 7. Ratings by faculty rank of the organization of the event (N=42)
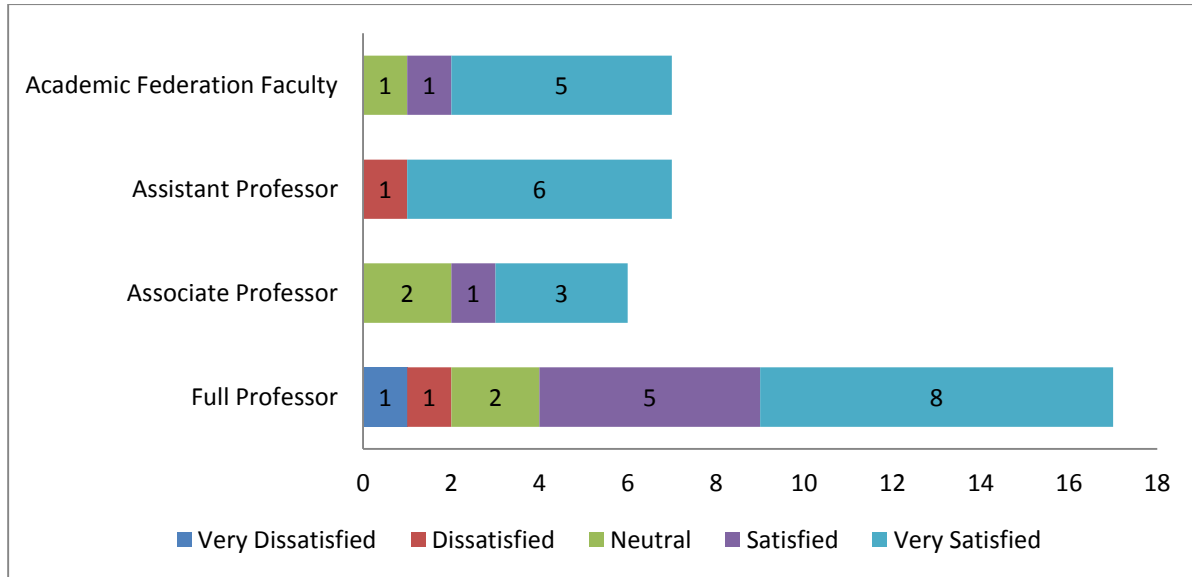
Figure 8. Ratings by faculty rank of the opportunity provided by event to expand professional network (N=42)*
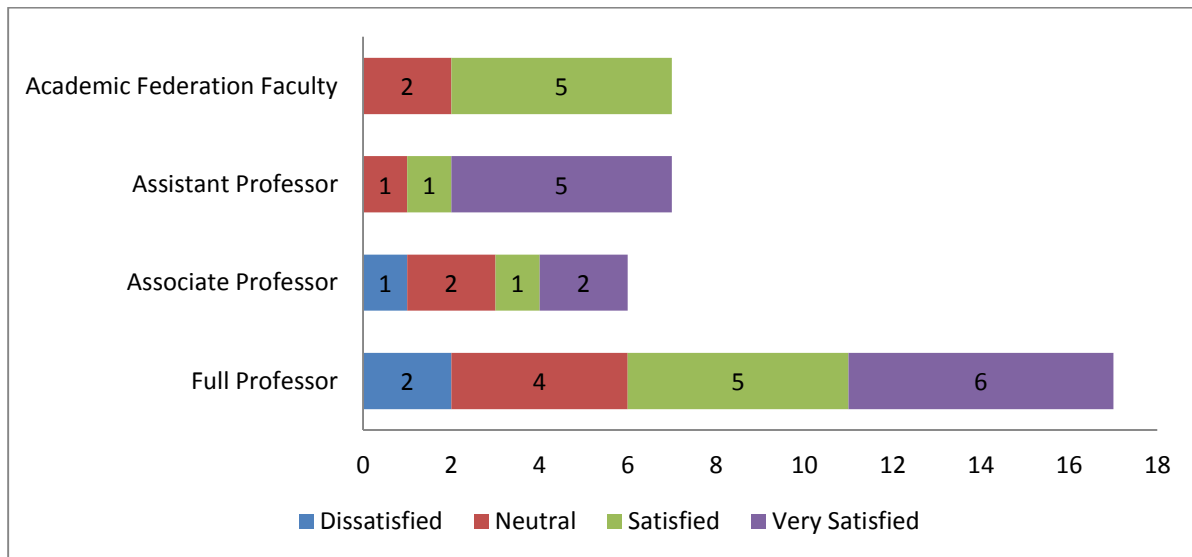
*No very dissatisfied responses so this option was removed from the chart.

Figure 9. The opportunity to learn about research across campus (N=42)
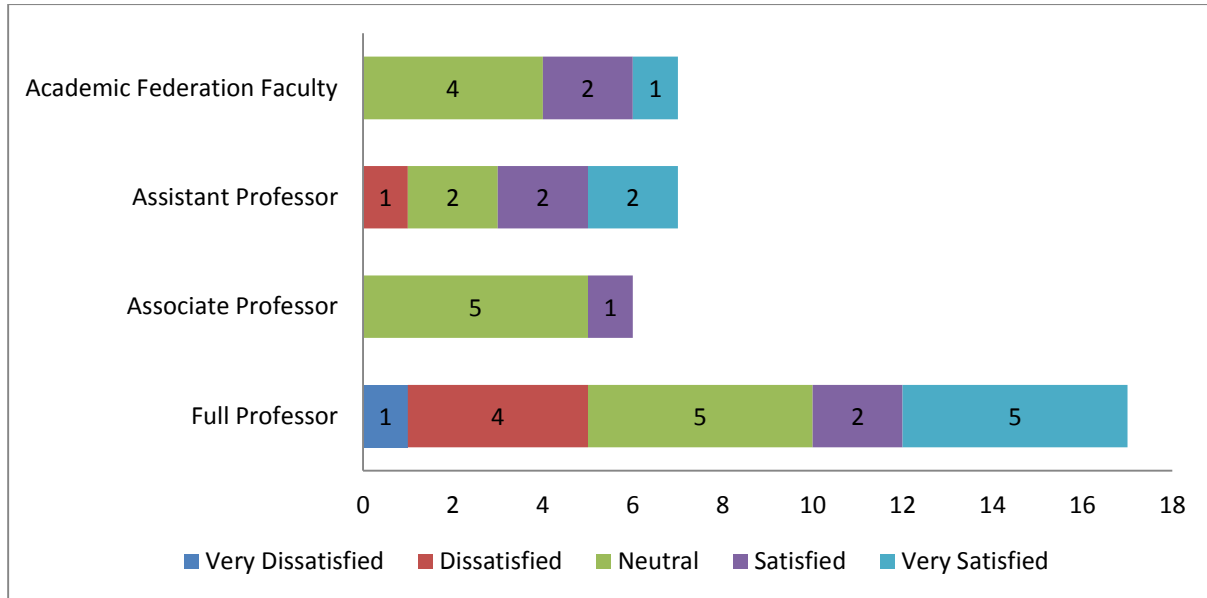
When asked if they had met people at the reception that they felt would expand their professional network, 84% of the women attendees responded "yes," and 15% responded "no." This item was cross-tabulated with position and there were no notable differences in responses based on position. As a follow-up question attendees were asked to identify which aspect of the event they expected would be the most helpful to their professional life. Of the 45 respondents, 22 added a comment to this section. Responses were coded by theme and four main themes emerged: Networking/Meeting Colleagues, Gaining Information/Research Updates, Collaboration and Learning about Wider Campus Community, and Meeting with Administration/Chancellor. More than half of the attendees (70%) said that the opportunity for networking was the most helpful to them professionally. Responses are displayed in Figure 9. Verbatim responses to this open ended item are in Appendix B.

Figure 9. What aspects of this event do you expect will be most helpful to you professionally? (N=22)

- Networking/Meeting other women faculty
- Learning new information
- Nothing specific
- Meeting administration
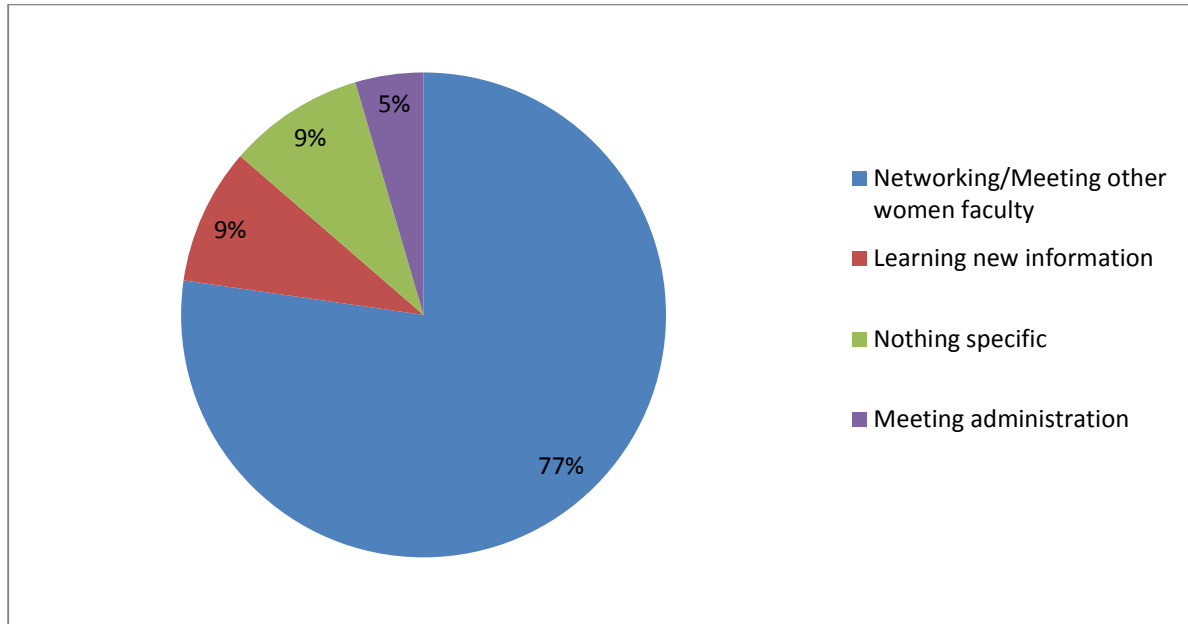
Attendees were asked to identify how likely they were to attend future ADVANCE events at UC Davis and the majority responded that they were "likely" (36%) or "very likely" (40%). Figure 10 displays the entire range of responses for this item by percentage. These responses are very similar to the previous year when 37% said they were "likely" and 47% said they were "very likely" to attend future ADVANCE events at UC Davis.

Figure 10. How likely are you to attend future ADVANCE events at UC Davis? (N=45)

- Very Unlikely
- Unlikely
- Undecided
- Likely
- Very Likely
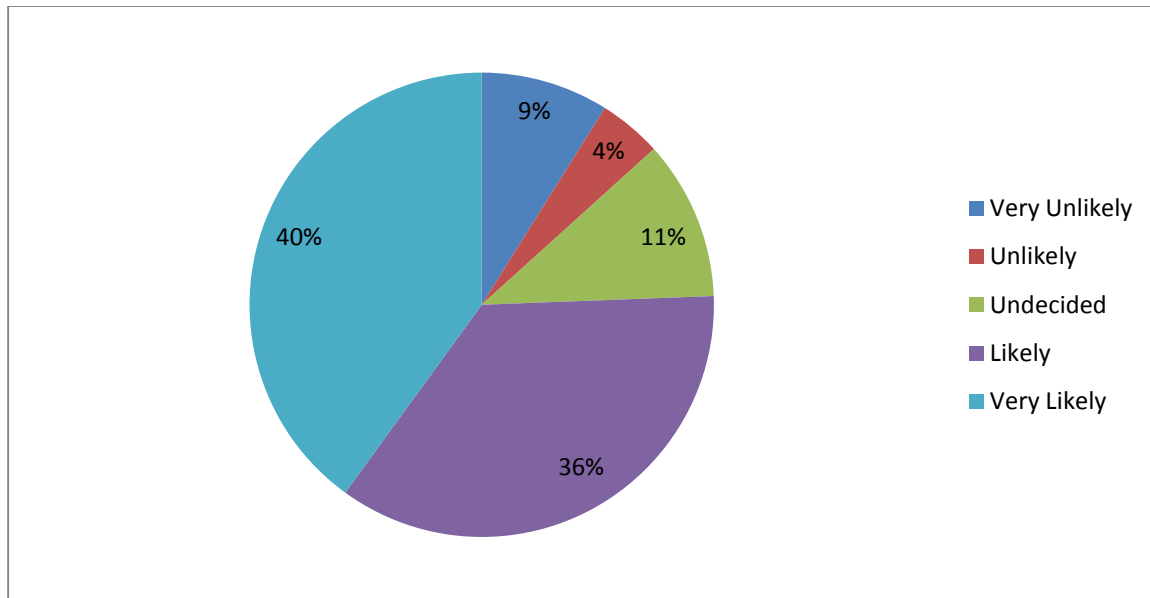
Attendees were also asked to identify topics they would like to see addressed in future UC Davis ADVANCE events. A list of potential items was developed, and more than one category could be selected. The topics with the largest percentage of responses were: negotiation (65%), developing leadership skills (57%), time management/work load (51%), and how to communicate effectively with colleagues (51%). These same items were the most frequently selected in the previous year, although grant funding was also selected by 53% of attendees. Figure 11 shows the percentage of attendees who selected each topic.

Figure 11. What topics would you like to see addressed in future ADVANCE events? (N=37)
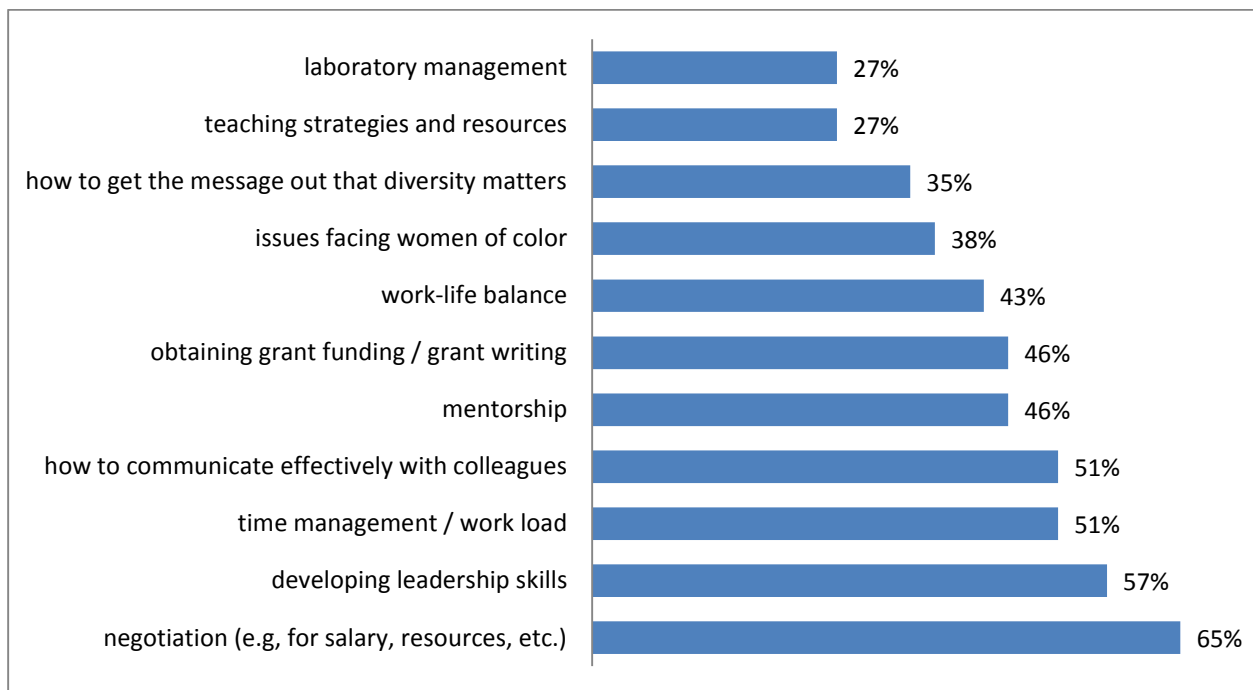
This item was also broken down by faculty position and there was overall agreement in terms of the interest in different topics that attendees wanted to see addressed (Figure 12). For example, approximately 20% of faculty attendees at all levels rated communicating effectively with colleagues as a topic they would like covered by ADVANCE events. There were however several areas where faculty rated topics of interest differently. Specifically, 44% of Associate Professors highlighted teaching strategies as a topic of interest, as compared to 22% for both Full Professors and Assistant Professors. In addition, 40% of Full Professors rated leadership skills as a topic of interest, compared to 15% of Associate Professors and 20% of Assistant Professors. These differences are not unexpected given the different issues that face women at different points in their faculty careers.

Figure 12: Identified topics of interest by faculty position (N=37)*
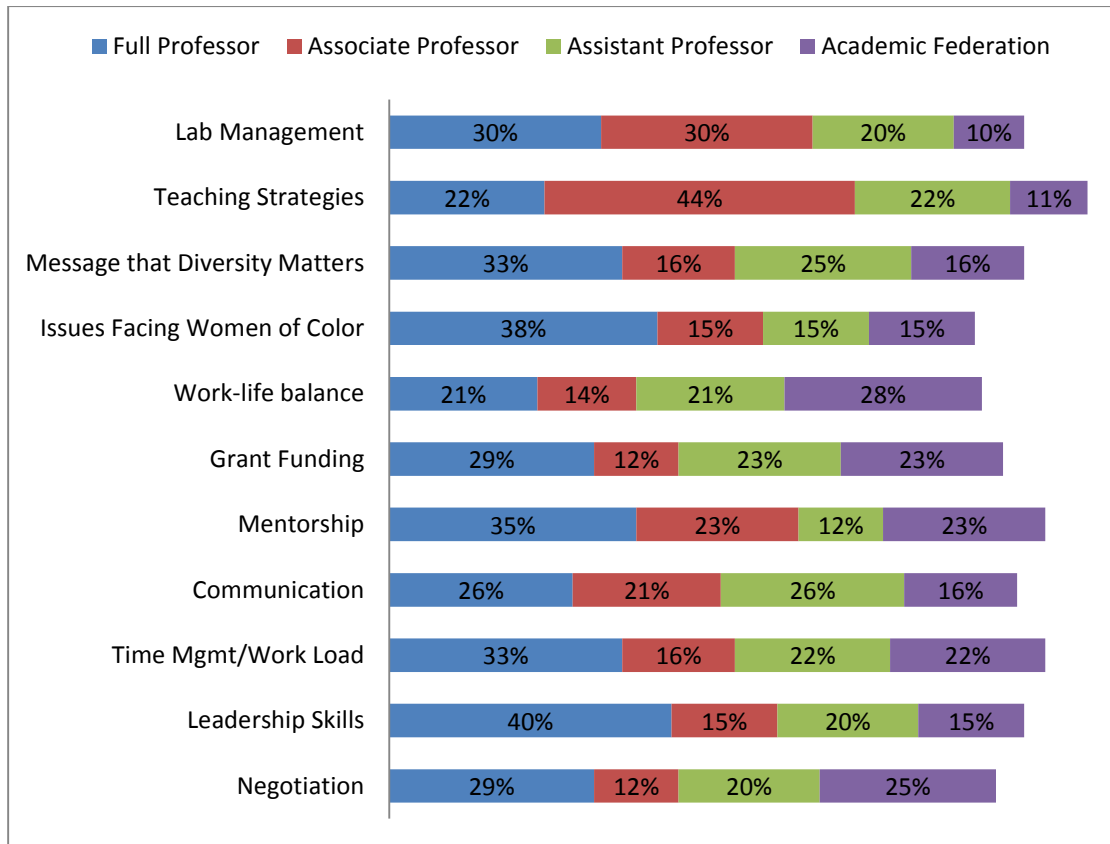
*Percents represent the number of individuals in this faculty position who checked this item.

Respondents could also write in a topic for this item and seven of the respondents wrote in a response. The responses were varied and included the following examples:

- "How to deal with sexual discrimination from colleagues."
- "How to deal with UC Davis' merit and promotion process."
- "I am too busy for additional events. The university already has me going to many. Informal events like these are relaxing and fun and provide some opportunities."
- "Management psychology."

Attendees were asked via an open-ended item to provide their ideas about how they would improve future ADVANCE events at UC Davis. Sixteen attendees responded to this item and their open ended responses were coded for themes (Figure 13). Seven attendees responded that they thought there should be more facilitation for networking and socializing. Three of the attendees commented that there should be fewer and/or shorter speeches at these events. This same feedback was provided by attendees in the previous year so it appears that the organization of the event should be redesigned to respond to this input. Specifically, one attendee felt that the speeches were an opportunity for ADVANCE to "pat ourselves on the back" when there were more important conversations that needed to be taking place. Another comment that was also

given in year one of the event was that non-STEM faculty should be recognized and included. The non-STEM faculty seems to feel that they are not included or valued, based on the comments of the speakers at the event. Other comments were largely positive feedback, e.g. suggestions for scheduling, and comments on the overall organization of the event. Please see Appendix C for verbatim responses to this item.

Figure 13. Ideas to improve UC Davis ADVANCE events (N=16)
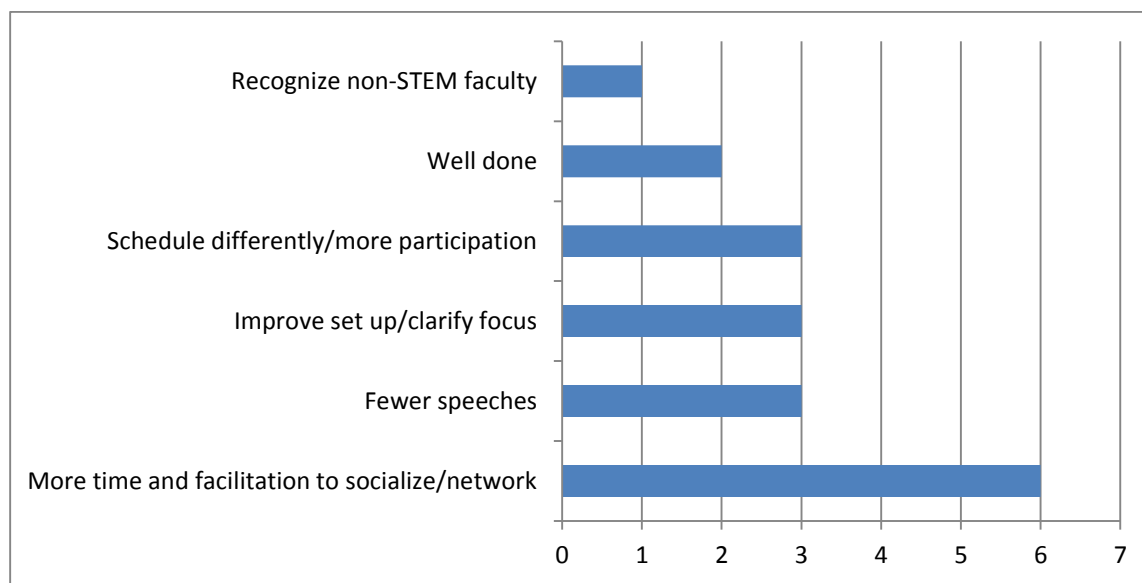
In summary, event attendees were overall pleased to have an opportunity to gather together and network. Given the fact that only 3% of all UCD female faculty attended the event, it is difficult to claim these responses are representative, however, recommendations for future events include increasing interest in the event and attendance. One idea would be to ask senior faculty women to invite a colleague to attend the event with them. Another recommendation would be to develop a way to recognize non-STEM faculty in attendance so they do not feel excluded. Attendees also responded that they would like increased opportunities to learn about research across campus so perhaps this event could be a place to highlight research women are doing at UC Davis. Finally, the attendees have consistently (2 years running) suggested that there be fewer speeches at events like this and more facilitated networking opportunities. Given the fact that 88% of survey respondents (Figure 5) said they attended the event to meet other faculty women it seems important to provide mechanisms and supports for them to make these connections at this event in the future.   It is clear from the survey responses that there is a real interest on campus among women in these types of events and in the networking and mentorship supports being provided by the ADVANCE program.

1. How did you learn about this event?

☐ UC Davis ADVANCE Invitation

☐ Heard about it from a friend/colleague

Other (please specify)

[   ]

2. Did you attend this event with a colleague or friend?

☐ No

☐ Yes, I brought a colleague with me.

☐ Yes, a colleague invited me to attend with them.

3. Why were you interested in attending this event?

☐ I wanted to meet other women faculty.

☐ It just sounded fun and interesting.

☐ I was interested in learning more about ADVANCE.

Other (please specify)

[   ]

4. How satisfied are you with the following aspects of the event:

	Very Dissatisfied	Dissatisfied	Neutral	Satisfied	Very Satisfied
The organization of the event	○	○	○	○	○
The opportunity to expand my professional network	○	○	○	○	○
The opportunity to learn about research across campus	○	○	○	○	○

5. Did you meet people at this event that you feel will expand your professional and social networks at UC Davis?

○ Yes

○ No

6. What aspects of this event do you expect will be most helpful to you in your professional life?

[   ]

7. How likely are you to attend future UC Davis ADVANCE events?

○ Very Unlikely

○ Unlikely

○ Undecided

○ Likely

○ Very Likely

8. Check all topics you would like to see addressed in UC Davis ADVANCE events:

☐ developing leadership skills

☐ mentorship

☐ obtaining grant funding

☐ negotiation (e.g, for salary, resources, etc.)

☐ teaching strategies and resources

☐ work-life balance

☐ laboratory management

☐ obtaining patents

☐ meeting writing deadlines

Other (please specify)

[   ]

9. Please share your ideas for ways to improve UC Davis ADVANCE events:

[   ]

10. Because ADVANCE is committed to supporting faculty diversity, we would appreciate it if you would provide us with some information about you so we can track how successful we are in bringing together diverse groups from across campus. Please identify your UC Davis affiliation below:

- ◯ Assistant Professor
- ◯ Associate Professor
- ◯ Academic Federation Faculty
- ◯ Administration
- ◯ Staff
- ◯ University Affiliate (ex. Consultant/Program participant)
- ◯ Postdoc/Professional Researcher
- ◯ Student

Other (please specify)

[   ]

11. Please identify the college in which you are employed or study:

- ◯ College of Agriculture & Environmental Sciences
- ◯ College of Biological Science
- ◯ College of Engineering
- ◯ L&S: Division of Math & Physical Sciences
- ◯ L&S: Division of Social Sciences
- ◯ L&S: Division of Humanities, Arts & Cultural Studies
- ◯ Graduate School of Management
- ◯ School of Education
- ◯ School of Law
- ◯ School of Medicine
- ◯ School of Nursing
- ◯ School of Veterinary Science

Other (please specify)

[   ]

12. Please identify your gender:

- ◯ Male
- ◯ Female

13. Please check the ethnic/racial group(s) below that best describes you:

◯ African American/African

◯ American Indian or Alaska Native

◯ Asian

◯ Hispanic/Latino

◯ Pacific Islander or Native Hawaiian

◯ White/Causasian, non-Hispanic

Other (please specify)

[   ]

Appendix B

Verbatim responses to: "What aspects of this event do you expect will be most helpful to your professional life?"

- Network opportunities, information on resources

- Meeting other women faculty

- I arrived very late so please put my responses in that context

- Opportunity to meet and speak with women across campus--not in my solitary, class-segregated (Lecturer) silo...

- None helpful to me, though I hope I helped others there.

- None

- Learning about opportunities for women at UC Davis

- Networking

- Networking with other women leaders on campus to develop collaborations

- Networking, the follow-up I already did with 2 people after the event

- Identifying some of the key administrators, and meeting people in general, especially those outside my college

- Networking

- Getting to know other women on campus

- Knowing the women faculty and potential networking/research collaboration

- Getting to know women faculty across different disciplines

- I was able to meet other female faculty that I might collaborate with in the future.

- Interacting with a broad spectrum of researchers

- Networking

- Networking

- Socializing

- Networking

- I met more senior faculty and heard interesting facts/data about the status of women at UCD

Appendix C

Verbatim Responses to: "Please share your ideas for ways to improve UC Davis ADVANCE events."

- It has been suggested to me that a kind of mixer event or exercise would be useful to get folks talking who don't know each other already. I like the idea!
- To increase participation. They are valuable if there are many other people there to interact with.
- Find ways to facilitate greater interaction among attendees rather than letting it occur by chance.
- Scheduling of events...I don't feel I got the most out of the event as it was during a busy work day and I couldn't stay long.
- Get away from the lecture format and set up smaller group interactions, rather than just a social hour afterwards.
- Fab speeches but a bit long.
- Some smaller events as well.
- Clarify whether the events are limited to Latino/a faculty . . . there is confusion.
- It was a lovely event and I met interesting people--not sure how to increase attendance.
- Less "cheerleading" and "patting ourselves on the back" and more STRAIGHT talk about what problems still remain and how to address those issues. I'm all for celebrating accomplishments but it seems like every one of these events gets turned into a staged opportunity for the ADVANCE team (chancellor, vice provost, and others) to congratulate themselves over and over. It sounds disingenuous. And faculty see right through it and will start to ignore the message as rhetoric and self promotion. How about a hard look at the challenges we face and some ideas about how we work together to solve them? How about some more "nuanced" discussions about diversity and what that really MEANS and where we still have work to do?
- The physical organization of this event was poor--the food was too far away from the group as a whole.
- None, really, keep having the chancellor at the events as much as she can, that is always inspirational.
- Please recognize there are women faculty who are not STEM and want to be recognized as part of the UC community.
- Please have some chairs so we don't have to stand through lectures. Please use methods to facilitate meeting others. It was difficult to do that.
- Speeches could be shorter. Food could be tastier.
- More opportunity for small group discussions.

Theory of change utilized by UC Davis ADVANCE: A specific application of Kotter's "8 Steps For Organizational Change"

	1 Establish a sense of urgency	**2** Form a powerful guiding coalition	**3** Create a vision	**4** Communicate the vision	**5** Empower others to act on the vision
UC Davis ADVANCE	**Communication by program leaders** - to specific campus constituencies - to campus community - in state and national forums **Program kick-off events**	**Establish & activate project leadership** - Steering Committee - Internal Advisory Committee - External Advisory Committee - Initiative directors and members	**Clearly articulate goals of program** **Develop the plan for each initiative in relation to program goals**	**Implement the communication plan** - website - presentations by program leaders - on-going events for specific groups; feature researchers	**Direct resources to initiative directors and committee members** - information, effective programs to replicate, funding to support activity **Initiatives train broad group of faculty**
Inclusive Campus Climate	**Presentations to key stakeholders** - topics: impact of implicit bias, link between diversity & innovation, baseline survey of faculty work life satisfaction - stakeholders: Council of Deans and Vice Chancellors, Provost, etc.	**Establish STEAD (Strength Through Equity And Diversity) committee** - Multidisciplinary, esteemed STEM faculty - Provost support for non-STEM faculty - Establish firm links to external advisors with from U of Michigan STRIDE	**Develop STEAD workshop** - Educate STEAD (read research; observe & meet with STRIDE at U of Michigan) - Articulate workshop goals, timeline for rollout to target audiences - Create workshop structure, presentation, impact metrics	**Implement STEAD workshop** - Secure endorsement from key stakeholders (deans, dept. chairs) - Train faculty in best-practices for equitable faculty evaluation & recruitment - Equip faculty with knowledge of the issues, their causes, and multiple concrete solutions **Reinforce need and vision with presentations by eminent researchers** - Scholars who study implicit bias, the diversity+innovation connection, etc. - Seminars in high-profile campus-wide series & venues	

Policies and Practices Review	**Presentations to key stakeholders**
	- topics: policy/practices that are outdated, barriers to increasing faculty diversity barriers to career development of diverse faculty, etc.
	- stakeholders: Council of Deans and Vice Chancellors, Provost, Academic Senate
		Establish committee
		- Faculty with key admin. experience: Academic Senate committees, CAP, FPCs, dept. chair, etc.
		- Faculty experienced with efforts to make scientific research and educational activities more open and inclusive
			Review existing policies & practices
			- Academic personnel manual (APM)
			- Departmental tenure policies
			- Stop-clock policies and practices
			Review alternative policies
			- Best-practices identified at other universities and/or in published research
				Events, Workshops, Presentations
				- System-wide workshops:
				  • Identifying & Overcoming Barriers to Diversity in STEM
				  • Workplace Climate for STEM Faculty: Tools for evaluation and improvement
				- UC Davis workshops:
				  • Rewarding mentorship & outreach; Evaluating & rewarding contributions to diversity
				  • Future of publishing: Valuing new modes of communicating scientific discovery	

Mentorship and Networking	**Presentations to key stakeholders** - topics: current state of & faculty satisfaction with mentorship & networking among STEM faculty - stakeholders: Vice Provost-Academic Affairs, deans, faculty	**Establish committee** - Faculty with commitment to mentorship, Office of Vice Provost-Academic Affairs (charged with faculty development) - Faculty experienced with efforts to develop faculty expertise & effectiveness	Review existing programs - Survey UC Davis colleges/departments, analyze COACHE data on mentorship - Successful models nation-wide Plan mentorship/networking program - Identify target population, program goals, structure, mode of implementation, etc.	**Events, Workshops, Presentations** - Disseminate info on existing mentorship/networking situation - Specific topical events: women & leadership, funding workshops, social media and research, etc. - Informal networking opportunities	Implement mentorship program - Establish network of faculty mentors, provide admin support, evaluate progress Implement regular networking events - Target specific populations but foster cross-discipline and cross-campus connections
CAMPOS Center for the Advancement of Multicultural Perspectives on Science	**Presentations to key stakeholders** - topics: plan for hiring initiative aimed at ensuring greater diversity of applicant pools and recruitments - stakeholders: Council of Deans and Vice Chancellors, Provost, Vice Provost-Academic Affairs, faculty	**Establish advisory committee** - Faculty experienced w/ faculty recruitment process (e.g., former dept. chairs) - Faculty experienced with development of research centers, outreach activities, etc.	**Develop CAMPOS faculty network** - Identify & recruit faculty affiliates from all STEM colleges/divisions - Identify resources/services to support career development of CAMPOS faculty - Develop activities to enhance faculty network, attract & serve faculty affiliates	**Develop CAMPOS faculty network** - Recruit faculty affiliates, all STEM colleges **Develop & rollout hiring initiative plan** - Articulate structure of the hiring initiative (e.g., cluster hires across STEM colleges), - secure endorsement from deans & faculty engagement	**Launch CAMPOS hiring initiative** - Involve faculty affiliates to identify applicants, assist with recruitment, generate networks for new faculty - Successful recruitment of diverse faculty - Develop support, resources, networks for new faculty recruits

Specific Program Initiatives

Note: Kotter's model of organizational change presented in Kotter, John P. 1995. "Leading Change: Why Transormation Efforts Fail." *Harvard Business Review*, March-April 1995, pages 59-67.

Theory of change utilized by UC Davis ADVANCE (continued)

	6 Plan for and create short-term wins	**7** Consolidate improvements	**8** Institutionalize new approaches
UC Davis ADVANCE	Identify and highlight early successes Recognize program members - awards, regular acknowledgement Evaluate implementation and impact - feed insights back into program	Evaluate implementation and impact - feed insights back into program - invest further in impactful activities - modify initiatives to improve impact, and to address new/different issues	**Institutionalize programs & practices** - secure long-term institutional funding and administrative homes - incorporate new and improved policies at appropriate levels of UC
Inclusive Campus Climate	**Evaluate STEAD & advertise results** - Faculty participants: track participation and survey re:quality & utility - Survey search committee chairs about adoption of best-practices - Administrative data to test change in recruitment process & outcomes	**Improve STEAD workshop** - Update & improve workshops in response to evaluation **Expand STEAD workshop** - Develop workshops for new targets: e.g., committees responible for evaluation of faculty for merit & promotion	**Institutionalize STEAD workshops** - Institutional support for members - Adoption of participation requirement campus-wide - Recruit & train new members of STEAD committee
Policies and Practices Review	**Semi-formal adoption of new policies & practices** - Policy announcement by Vice Provost Academic Affairs - Endorsement by Deans & Dept. Chairs - Endorsement by Academic Senate **Evaluate adoption of new practices**	**Evaluate policy adoption & impact** - Disseminate evaluation findings to stakeholders to reinforce new practices **Adjust policies** - In response to evaluation - To improve adoption & impact **Identify new policies to review**	**Formal adoption of new policies & practices** - Policies written into APM - Adoption on campus is universal - UC Systemwide dissemination of policies **Institutionalize policy review process**
Mentorship and Networking	**Evaluate mentorship program & networking events** - Faculty mentors & mentees: track participation and survey re:quality & utility - Faculty participants in workshops and networking events - Establish outstanding mentor award	**Improve mentorship program** - Update & improve mentorship program in response to evaluation **Expand workshops & networking activities** - Develop workshops for new targets	**Institutionalize successful parts of mentorship/networking program** - Institutional support for mentorship program at central campus and/or college levels - Promotion of program by deans, provost - Institutionalization of mentor award
CAMPOS Center for the Advancement of Multicultural Perspectives on Science	**Evaluate CAMPOS & advertise results** - Departments, deans, faculty involved: track participation, survey re:process, identify strengths & weaknesses - Administrative data to test effect of initiative on recruitment process & outcomes	**Evaluate and improve CAMPOS** - Improve initiative according to evaluation - Further develop resources/services to catalyze new faculty career development **Plan second round of CAMPOS hiring initiative** - Address weaknesses, bolster strengths	**Institutionalize successful parts of CAMPOS hiring initiative and center** - Institutional support for CAMPOS - dissemination & replication of hiring model - Self-perpetuating network of faculty affiliates

Specific Program Initiatives

Note: Kotter's mode

Logic Model for UC Davis ADVANCE Program - CAMPOS Initiative

Inputs	Activities	Outputs	Measurable Outcomes	Data Source	Impacts
NSF Funds	CAMPOS — Center for Advancing Multicultural Perspectives on Science	Hire founding Director	CAMPOS leadership participating in national events (Ex: SACNAS, HACU, Congressional Hispanic Caucus Institute)	Institutional level data on faculty hires	Diverse STEM faculty recruitment (16), mentoring and promotion through tenure
Other Funds		Establish CAMPOS Faculty Committee	Website "hits" and written inquiries	Annual CAMPOS Faculty Scholar & Faculty Affiliates Surveys	CAMPOS provides ongoing support to
Institutional Commitment		CAMPOS webpage on UC Davis ADVANCE website	Cross-college STEM participation in events, activities, programs, etc...	Annual UC Davis ADVANCE participant surveys	CAMPOS established as a campus wide resource for diverse Faculty Affiliates
		Cafecitos and other outreach activities (Local/Campus, State, Federal level)	# CAMPOS Faculty Scholars nominated, awarded and accept UCD job offers	COACHE data	CAMPOS develops internal and external partnerships to promote diversity in STEM faculty UC systemwide and in partner institutions (Border STEM Network)
		Strategic Recruitment Initiative & CAMPOS Faculty Scholar Awards Program	# CAMPOS Faculty Affiliate members applying and participating	Institutional funding to support CAMPOS	
		CAMPOS Faculty Affiliates Program	CAMPOS Faculty Scholars or Affiliates working together or with STEM Border Network partners on collaborative teaching, mentoring and/or research activities (%)	Institutional data on extramural funding	
		Partnership with UT Pan American & Border STEM Network	# proposals written and/or secured for extramural funding		
		Blueprint for action			

Logic Model for UC Davis ADVANCE Program - Inclusive Campus Climate/STEAD Initiative

Inputs	Activities	Outputs	Measurable Outcomes	Data Source	Impacts

Inputs

NSF Funds

Other Funds

Institutional Commitment

Activities

Inclusive Campus Climate: STEAD Program (Strength Through Excellence and Diversity)

Train faculty, develop training materials and resources

Provide training to UCD faculty and dept. chairs

Outputs

Potential faculty members selected for STEAD and invited to participate

STEAD Faculty members trained (5-8)

STEAD training materials developed

# of Faculty trained by STEAD committee

# of STEAD trainings conducted

Measurable Outcomes

Persistence and participation of STEAD core faculty

Faculty feedback about STEAD trainings

Reach of STEAD across campus; % of faculty searches which include STEAD trained member, % of all search committee members w/ STEAD training

Institutionalization of STEAD training

Data Source

Surveys of faculty post STEAD trainings; training event evaluations

Annual faculty survey/focus groups

Interviews with search committees and chairs

New hire survey; Institutional level data on new hires

COACHE data on campus climate

Impacts

Increase in the # of diverse women interviewed/hired in

Inclusive campus climate

STEAD training materials implemented campus wide

Logic Model for UC Davis ADVANCE Program - Mentorship & Networking Initiative

Inputs	Activities	Outputs	Measurable Outcomes	Data Source	Impacts
NSF Funds	Mentorship & Networking Initiative: Develop mentorship program and hold networking events	Mentorship program development - pilot LAUNCH for new STEM faculty	Participation of senior faculty and new hires in mentorship program (N of participants)	Interview/survey of mentors and mentees re: LAUNCH key program components	Increased mentorship & networking within STEM Faculty
Other Funds		New Faculty Network administrative support	Satisfaction of participating faculty and mentees with the program	Event evaluations - annual survey of all attendees	Increased retention & job satisfaction for STEM women faculty
Institutional Commitment		Institutional membership in the National Center for Faculty Development & Diversity (NCFDD) broadly disseminated	# faculty attendees at networking events	COACHE Data	Ongoing institutional level support for mentorship & networking activities,, including LAUNCH, ADVANCE Scholar Awards, NCFDD Faculty Success Program, etc...
		NCFDD Faculty Success Program for Assistant and Associate Profs	Satisfaction with networking events among participants	Annual Advance Leadership Survey	
		ADVANCE Scholar Awards and Networking Receptions	# faculty using NCFDD online resources and participating in the Faculty Succcess Program	NCFDD user metrics collected by Vice Provost-Academic Affairs from NCFDD	
		Women Faculty Fall Welcome Reception	Informal feedback received from ADVANCE leadership		

Logic Model for UC Davis ADVANCE Program - Policy & Practices Review Initiative

Inputs	Activities	Outputs	Measurable Outcomes	Data Source	Impacts

Inputs

NSF Funds

Other Funds

Institutional Commitment

Activities

Policy & Practices Initiative:

Review current policies that impact STEM recruitment, retention and career advancement

Develop or recommend new resources

Outputs

# of meetings

# of revised policies

# of informal and formal consultations with the UC Davis Academic Senate

# of changes to institutional practices that impact STEM women faculty

Resources developed or recommended

Measurable Outcomes

Leadership reports of requests for and comments on new policies and materials

UC Davis Academic Senate review and adoption of new or modified policies

Policies reviewed and adopted systemwide (other UC campuses)

Changes in faculty and Deans' perceptions of relevant policies and practices and use of new resources

Data Source

Institutional level data related to policies

COACHE data

Exit interviews

Survey of Deans and Faculty

Impacts

Increased recruitment of diverse STEM

Retention and promotion of diverse STEM women faculty

Campus-wide policies & practices in place to support diverse STEM women faculty

Logic Model for UC Davis ADVANCE Program - Capital Resource Network

Inputs	Activities	Outputs	Measurable Outcomes	Data Source	Impacts
NSF Funds	Capital Resource Network (CRN): Build a regional employment network to enhance dual career hiring opportunities and complement the UC Davis Partner Opportunities Program	Build a web portal for regional employers and potential clients	# of participating regional employers	Institutional level data on Partner Opportunity Program hires using via CRN	Increased recruitment of diverse STEM
Other Funds		Enroll employers and partner organizations	# of potential clients	Survey of regional employers	Increased retention and promotion of diverse STEM faculty
Institutional Commitment		Enroll clients (faculty partners)	# of successful dual career hires and partner placements	Survey of clients and faculty partners	Regional employer economic and workforce benefits
		Engage regional stakeholders and form Advisory Council	Satisfaction of clients and faculty partners	Survey of Deans and hiring	
			Satisfaction and retention of regional employers and partners - reenrollment in the program		
			Satisfaction of Deans and hiring departments with Captial Resource Network utilities and resources		

UC Davis ADVANCE Inclusive Campus Climate Initiative

Mission

To design and implement programs that will generate a more equitable assessment of women and underrepresented groups in STEM fields. To develop and implement culturally-nuanced, evidence-based programs to (a) raise awareness of unconscious and institutional bias (with respect to culture, race/ethnicity, *and* gender) and (b) generate greater understanding of the ways in which STEM research communities can benefit from the contribution of diversity.

Goals

The Inclusive Campus Climate Initiative will:

1. Establish a campus-wide, inclusive climate that values diversity and promotes the full participation and achievement among all faculty.
2. Develop evidence-based programs to raise awareness of the influence of unconscious bias (by culture, race/ethnicity, and gender) and the value of diverse perspectives for STEM research.
3. Institutionalize the administration of unconscious bias and value-of-diversity programs to all faculty at UC Davis and disseminate effective unconscious bias and value-of-diversity programs to other UC campuses and universities nationwide.
4. Develop and implement the **Strength Through Equity and Diversity (STEAD)** program in order to identify and change biased recruitment and hiring practices to be more inclusive, to broaden applicant pools, and ultimately enhance the excellence and diversity among faculty job candidates and new faculty hires.

What is the Strength Through Equity and Diversity (STEAD) workshop?

STEAD has been developed by a campus-wide faculty committee that will run workshops (starting in the Fall of 2014) for faculty involved with recruitment committees at UC Davis. STEAD members have worked throughout the year to develop the workshop and supporting materials. The workshop focuses on the value of diversity, the impact of implicit and structural bias on the evaluation process and best practices for minimizing the impact of bias and maximizing the potential for inclusive, equitable, and successful faculty recruitment. Faculty members serving on search committees will be required to participate in a STEAD workshop once every three years and this training will replace the search committee training formerly offered by the Office of the Vice Provost Academic Affairs.

1

ADVANCE STEAD Workshop Dates

Fall 2014-Winter 2015

Last Updated: November 25, 2014

1. September 30, 2014
2. October 7, 2014
3. October 20, 2014
4. November 4, 2014
5. November 17, 2014
6. December 2, 2014
7. January 12, 2015
8. February 9, 2014
9. February 23, 2014

STEAD — *Strength Through Equity and Diversity*

Workshop on Faculty Recruitment for Excellence and Diversity

September 30, 2014

Supported by NSF Grant No: HRD1209325, and the UC Davis Office of the Provost

Welcome to the STEAD workshop on Faculty Recruitment for Excellence and Diversity. We are supported by both the NSF-funded ADVANCE program here at UC Davis and the Office of the Provost.

The acronym STEAD stands for Strength through Equity and Diversity and the STEAD committee is an interdisciplinary group of faculty. We emphasize that we are speaking to you as FACULTY, not as representatives of the administration. We spent the last year, meeting almost weekly, reading the literature on implicit and institutional bias and about the things that – despite our best intentions – get in the way of equitable decision making. We put together this workshop because we believe that biases are real but they can be reduced, and that doing so will improve our faculty hiring and our university.

We represent many units from across the UC Davis campus and so first we will take a moment to introduce ourselves. There is a STEAD committee member at each table so I'm going to ask them to introduce themselves now.

Goals of this workshop

1. Identify factors that can introduce bias and impede an equitable review of qualified candidates

2. Provide best practices to identify and recruit a diverse and excellent faculty

STEAD *Strength Through Equity and Diversity*   2

The goals of this workshop are two fold.
The first is to help search committee members to be aware of factors that can introduce bias during the recruitment process get in the way of the equitable review of ALL qualified candidates. The second goal is to provide you with some of the best practices that will help your committee to identify and recruit a diverse and excellent faculty.

This workshop is NOT about about quotas or ensuring any particular outcome. It is about producing the most equitable process as possible.

21st Century challenges require diverse perspectives and approaches

We face very significant issues and a rapidly changing world. We need diverse perspectives to define, understand and address these issues.

Our colleagues and the students we teach will be at the center of many of these 21st century challenges and solving these problems will require multiple perspectives and expertise.

When we talk about diversity at the university what do we mean:

We all instinctively think of or include gender, race and ethnicity when we think of diversity; but we also need to contemplate broader definitions to include members of the LGBT community, differently abled individuals, and individuals from different social class backgrounds.

But we encourage you to consider diversity in the broadest sense and especially in ways that can bring novel approaches to your disciplines.

For instance, when searching for colleagues think of including diverse methodological or theoretical perspectives, interdisciplinary and applied approaches.

Impacts of Diversity

- Enhances creativity

- Brings multiple perspectives
  - Defining issues
  - Framing approaches
  - Interpreting results
  - Defining success

- Provokes thought

- Increases persistence

- Improves the "bottom line"

Herring, C. (2009). *American Sociological Review*, 74:208-224.
Page, S.E. (2007). Princeton Univ. Press.

STEAD *Strength Through Equity and Diversity*

A large and growing literature from a variety of disciplines has documented the benefits…and the challenges…of diversity in our workplaces, our schools and our communities.

<click> We are unable to review that literature in this workshop, but we have gathered some key articles and books in the bibliography that is posted on the STEAD website. This literature is persuasive, but it is not uncontroversial and the literature and debates are examined in the October 2014 issue of Scientific American.

The literature indicates that the best teams are greater than the sum of their parts, especially when those parts are diverse.

Diversity enhances creativity. It encourages the search for novel information and perspectives, leading to better decision making and problem solving. Diversity can improve the bottom line of companies and it can lead to discovery and breakthrough innovations.

Diversity provokes thought: for groups that value innovation and new ideas, diversity helps.
When disagreement comes from a socially different person, we are prompted to work harder. Diversity jolts us into cognitive action in ways that homogeneity simply

So, what does the composition of UC Davis faculty look like?

Women account for about 32 percent of ladder-rank faculty, 7 percent are underrepresented minorities and these figures have changed little over the past years.

Diversity among all UCD ladder faculty

Percentage of women and URMs among UCD ladder rank faculty

% Women among Ph.D.s

% Women among UCD Faculty

% URM among Ph.D.s

URM* among UCD faculty

*URM = Underrepresented Minorities; includes African Americans, Hispanics, and Native Americans

STEAD *Strength Through Equity and Diversity*

Data Sources: UC Davis Office of the Vice Provost – Academic Affairs; NSF, NIH, USED, USDA, NEH, NASA, Survey of Earned Doctorates.
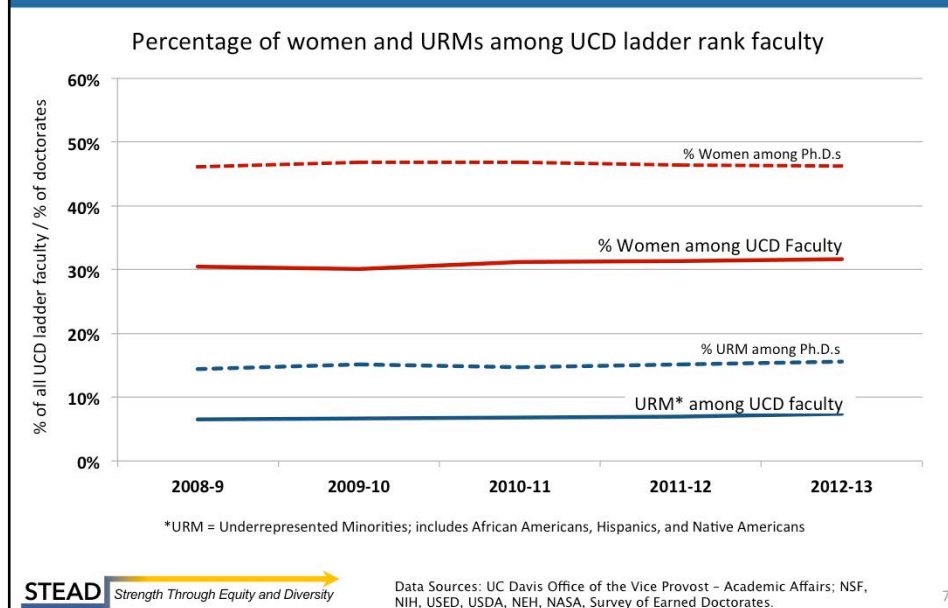
The representation of women and underrepresented minorities among recent doctorates is a basic benchmark we can use understand where we are:

We can see that the diversity of our faculty changes very, very slowly and that is it is significantly behind the diversity of the pool of doctorates.

Now part of this is simply due to the fact that a newly-hired faculty member stays with us for a long time, sometimes 30+ years. In addition, we may be losing some of these colleagues due to retention issues. These data highlight two points: the importance of each hire and the fact that building our faculty does not end with hiring. The only way way we can increase the diversity and excellence of our faculty is through our hiring and retention practices and our current practices are not making significant changes in the overall faculty composition.

We also want to note that these issues are shared to varying degrees by all units on campus and that this is not a challenge that is unique to any college or department.

Introduction Summary

- We must do a better job of identifying and reaching those potential applicants, getting them to apply, evaluating them, and recruiting them to UCD

STEAD *Strength Through Equity and Diversity*

Our motivation as faculty is to do a better job at our hiring practices

Today we will present you with lots of ideas about ways to make our faculty recruitment process the best in can be so that we are hiring the most excellent and diverse faculty possible. We will focus on two potential hurdles, implicit and institutional bias. While the focus of todays workshop is on hiring practices, the information we present can and should be applied more broadly, to merit and promotion issues, to graduate student admissions as well as postdoctoral hiring. All of these practices can be enhanced from the information we will present today.

Throughout todays workshop, we will be citing publications for the studies presented. These resources, and others can be found on the STEAD website RESOURCES page for which the URL is listed here. In addition, all search committee chairs are being given this publication titled "Searching for Excellence and Diversity". This is an excellent resource that provides specific recommendations for search committees such as yours.

The next section of the workshop will focus on the things that get in the way of equity when searching for new faculty. I will now turn the work shop over to XXX who will discuss implicit bias.

How our Brains Categorize Information

- Schemas: automatic and non-conscious categorizations
- Everyone engages in this, we can't "decide" not to do this
  - Evolutionary reasons
  - Allows quick and efficient decision making
- Problem: this sometimes allows errors to creep in...
- Pervades how we make decisions about hiring, evaluation, and selection of leaders
  - There is a large body of scientific evidence that verifies this

Banaji & Greenwald (2013). New York: Delacorte Press.
Dovidio, (2001). *Journal of Social Issues, 57:829-849.*
Kahneman (2011). New York: Farrar, Straus and Giroux.
Uhlmann & Cohen (2007). *Organizational Behavior and Human Decision Processes, 104:208*

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Hurdles we face in recruiting: implicit bias. What do we mean by that term?
Our brains function through "schemas"
Organize our world in categories.
- Schemas: part of our learned behavior (aka learned associations)
- But, there are problems associated with doing things this way:
  - In cases where we need to make more objective and thoughtful decisions, reverting back to these automatic associations can allow errors to occur
- Next slide: video

Implicit Bias

- Scientific American Frontiers Video

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Before video:
The reminder email for this workshop included a link to the implicit association test.
Can I see a show of hands- how many of you took it?
This test… [read slide]

Scientific American Frontiers Host, Alan Alda, speaks with researchers
Dr. Mahzarin R. Banaji (Harvard University) and Dr. Brian Nosek (University of Virginia)
explore how subconscious mind influences decision-making
"Implicit Association Test" (IAT), can reveal hidden gender and racial biases.
We join the three after Alda has taken tests created by the researchers on hidden gender and racial biases.

After video:
The link posted up here will take you to the implicit association test website where you can take your own test.

Two Important Points

1. Implicit biases often go against what we really *want* to believe.
2. Implicit biases are malleable.

The rest of this section of the workshop focuses on two points:
 (slide)

Next section we'll show you how implicit biases affect the hiring process and might go against our professed beliefs,
and then in the best practices section we will return to the idea that these biases are malleable, and talk about what we can do to reduce the effects of these biases in our hiring practices

Implicit Bias Affects Our Entire Hiring and Employment Process

1. Selection and Evaluation of Candidates
   – Applications, CVs
   – Letters of recommendation
   – Applicant pool

2. Evaluation of Career Trajectory
   – Past accomplishments
   – Expectations for their future success

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- Implicit Bias creeps into the hiring process: it influences our perceptions of competence as researchers and teachers potential candidates may have.
- This has been shown to be be the case with respect to gender, race, parental status and sexual orientation

Evaluation of Identical Resumes: Faculty Hiring

- For hiring an **assistant professor**, and for **promotion to tenure**
- National sample of **psychology** professors (*n* = 238)
- Identical resumes: ½ assigned male, ½ assigned female names
- Both male and female evaluators more likely:
  - to hire "male" applicant
  - to positively evaluate the **research**, **teaching**, and **service** contributions of the "male" applicant

- For tenure cases, four times as likely to write cautionary comments in margins if they reviewed a female candidate
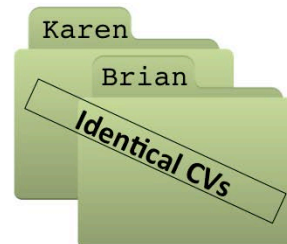
STEAD *Strength Through Equity and Diversity*   Steinpreis, Anders & Ritzke (1999). *Sex Roles, 41:509-528.*   14

- Identical applications methodology has been used to answer this question of the influence of implicit bias in evaluation of applications
- This study asked participants:
  - whether they would hire the applicant,
  - tenure the applicant and
  - what starting salary they would offer;
  - whether the applicant had adequate teaching, research, and service experience to be hired or tenured

Read slide, then

<click>

- For tenure cases, participants were four times as likely...
- I was particularly struck by one of the cautionary notes that was quoted in the paper: "I would need to see evidence that she had gotten these grants and publications on her own." … showing that people often give the benefit of the doubt to men but not to women.

Bias in evaluation

- Same effects have been found for:
  - race
  - parental status – motherhood
  - sexual orientation
- Biases are in the same direction
  - Both Men *and* Women favor men
  - Both whites *and* people of color favor whites
  - Both physically able *and* disabled people favor physically able individuals
  - People tend to link men with science and career, and to link women with liberal arts and family.
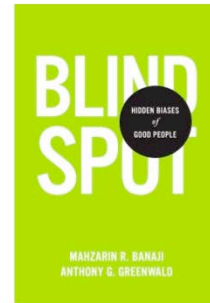
STEAD | *Strength Through Equity and Diversity*

Bertrand and Mullainathan. 2004. *The American Economic Review*, 94(4):991-1013.
Correll, Benard and Paik. 2007. *American Journal of Sociology* 112: 1297-1338.
Russ, Simonds and Hunt. 2002. *Communication Education* 51(3):311-324.

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(Read
Same effects have been found for
- race (Jamal vs. Greg),
- parental status (e.g., whether or not it was mentioned that they were active in PTA, or not)
- and sexual orientation (e.g., CV mentioned involvement in LGBT activities, or not)
In other words the evaluators favored the white candidate, the single candidate and the straight candidate.

This research is extensively reviewed in a new book by Mahzarin Banaji and Anthony Greenwald published in 2013

Next: letters of recommendation

Letters of Recommendation

- Read two examples of letters of recommendation.
- Which letter would you consider more convincing and helpful?
- Identify two phrases that are helpful or are not.
- At your table, briefly discuss with neighbor.

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We now move to an exercise that allows you to review a group of recommendations for yourself.
You have in front of you a set of recommendation letters.
Please take a minute or so to read the letters and think about the following questions.

Language in letters of recommendation
Trix & Psenka (2003). *Discourse and Society*, *14*: 191-220.

- Grindstone adjectives:
  - "hardworking"
  - "conscientious"
  - "thorough"
  - "meticulous"
- Doubt raisers:
  - negative language
  - hedges
  - unexplained comments
  - faint praise

→ Letters reinforced gender schemas
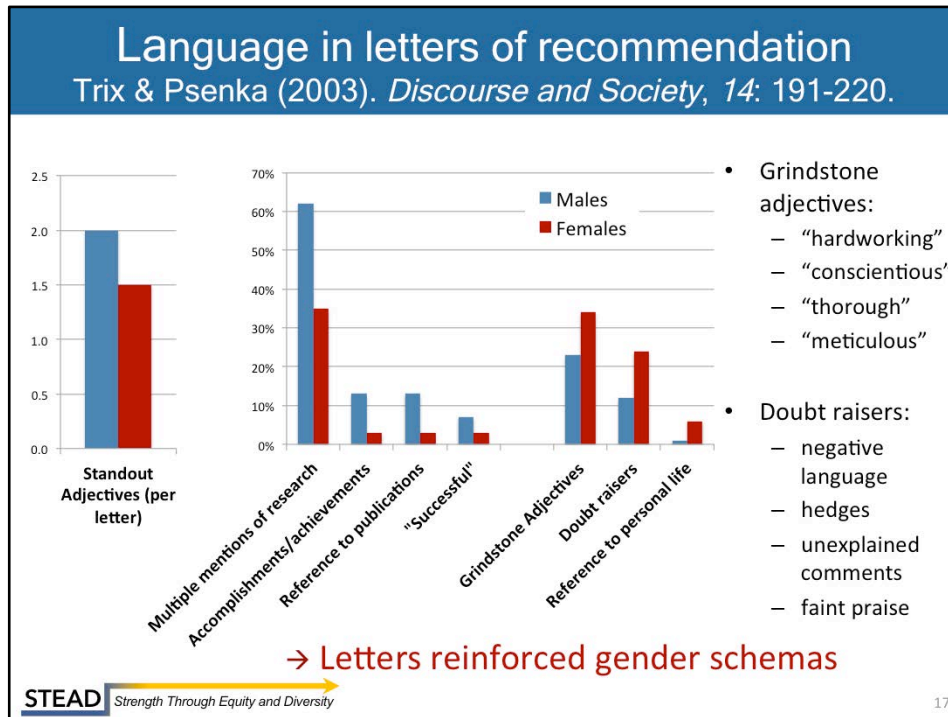
Letters you just reviewed are based on actual letters of recommendation.
Part of study of over 300 letters of recommendation for medical faculty.
Aim of study: look for systematic differences between letters for males vs. females. This was the case.
Identified several forms of adjectives such as standout adjectives, doubt raisers and grindstone adjectives.
Grindstone adjectives actually undermine the candidate.

- GO THROUGH GRAPHS
- <click> Letters reinforced gender schemas

- Gender schemas: portray men as researchers/professionals and women as teachers and students
    - Leadership traits were associated with men
- Conflicting requirements for women: the "double bind"
- Schemas associate "feminine" with low competence and "masculine" with leadership or high competence
- Flip side: Women judged as masculine are also judged as unlikable, so women who show leadership qualities are penalized

Representation of Women in the Applicant Pool Affects Evaluations

- 100 men and women evaluated a female job applicant in relation to other applicants.

Qualification of the Female Applicant for the Position

(chart: Evaluator Rating vs Proportion of Women in the Pool; x-axis values 12.5, 25, 37.5, 50, 100)
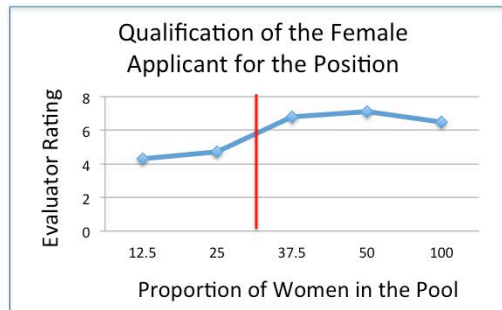
- Conclusion: Evaluators judged a female applicant more harshly when there were fewer women in the pool
- Bias can be influenced by situational factors, malleable.

STEAD *Strength Through Equity and Diversity* Heilman et al. (2004). *Journal of Applied Psychology, 89: 416-427.* 19

The proportion of women in an applicant pool can determine how women are evaluated for positions.
DESCRIBE STUDY (read slide):
- Study rating as you vary proportion of women in the applicant pool—from 12.5% to 100%.
- When women represented 1 in 4 applicants or fewer, evaluators:
    - rated females as less qualified for the position
    - were less likely to recommend her for hire,

Bias and discrimination can be influenced by situational factors.
Whether evaluators displayed bias depended on composition of the candidate pool.

Evaluation of Teaching Credibility:
Sexual Orientation

One male instructor provided the same guest lecture to 8 sections of a communication course.

- In half of the sections, he referred to "my partner" as Jennifer and in other half as Jason.

- The "straight" instructor received **22% more positive** comments than the "gay" instructor.

- The "gay" instructor received **430% more critical** comments as the "straight" instructor.

STEAD | *Strength Through Equity and Diversity*   Russ, Simonds, & Hunt (2002). *Communication Education, 51(3):311-324.*   20

- This study focuses on teaching evaluations, which we tend to value in deciding on candidates.
- In this study (read from slide)

Blind Auditions: Gender

Records from major US symphony orchestras from 1970-1996:

- Selection of new members:
  - handpicked by the music director and principal player of each section.
    - Most contenders: male students from selected teachers
- 1970s-80s: Broaden hiring procedure
  - Blind Audition
- Audition data, 14,000 individuals
  - use of a screen increases probability a woman will advance from preliminary rounds by 50%.

STEAD *Strength Through Equity and Diversity*   Russ, Simonds, & Hunt (2002). *Communication Education, 51(3):311-324.*   21
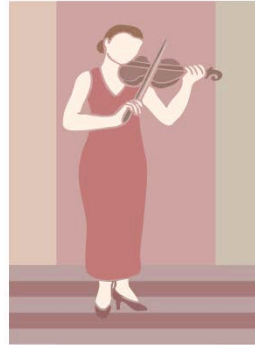
- Blind auditions : Musicians audition behind a screen that conceals their identities.

A Little Bias Goes a Long Way

Study:

Simulation of promotion in 8-level organization, starting with 50% women at each level, each individual assigned performance score

- Performance ratings normally distributed for women and men, but giving a slight (1%) advantage to men
- 15% of incumbents at each level removed, so those with best scores from lower level could advance

Findings (after 8 iterations)**:**

- when no bias introduced, women comprised 50% at each level
- when 1% bias in favor of men, women only 35% of workers at top level

Conclusion:

Even very small amounts of bias can accumulate over time into substantial gender differences within an organization.

STEAD *Strength Through Equity and Diversity*   Martell, Lane & Emrich (1996). *American Psychologist, 51,* 157-58.   22

The long-term impact of unconscious biases in leadership roles can be significant.
READ SLIDE

Accumulation of Advantage and Disadvantage…

- Small imbalances accumulate over time
  - Hence, minor slights can have major consequences
    - Salary
    - Promotion
    - Prestige
    - Advancement to leadership positions.
  - Similarly, minor advantages accrue to produce major benefits.

- "Mountains are molehills piled one on top of the other"
  (Valian, 1998, p. 4)

- It's "worth it" to pay attention to the details
  - they make a large difference over time

STEAD *Strength Through Equity and Diversity*   Valian, Virginia. 1998. *Why So Slow? The Advancement of Women*. Cambridge, MA: The MIT Press.   23

A major point is that…
(Read slide)

- Because small disadvantages accrue, minor slights can have major consequences in salary, promotion, and prestige, including advancement to leadership positions.
- Similarly Minor advantages accrue to produce major benefits.

Implicit Bias: What We Know

- Implicit biases, schemas, function as shortcuts

- Everyone is prone to bias

- Schemas introduce double standards for assessing competence
  - e.g., seeing successful women as unfeminine or difficult
- Bias can be embedded in seemingly objective materials
  - e.g., recommendation letters and teaching evaluations
- Biases can be more negative for women who are mothers, women who are racial/ethnic minorities

- Implicit biases have greatest effect when:
  - when individuals are tired, rushed or overburdened
  - groups are significantly underrepresented
  - valid performance information is lacking
  - criteria are vague or ambiguous

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In this section of the presentation, we've reviewed several major research studies that have highlighted the impact of unconscious bias in evaluation, hiring, and perceptions of leadership.

Very large literature on this, no time to go over all of it, so we summarize for you what is known:
(From slide)

1. Implicit biases or schemas function as shortcuts
2. Everyone is prone to bias.
3. Stereotyping leads to the use of gender differentiated double standard for assessing competence and ability (example, seeing successful women as unfeminine or difficult).
4. Implicit bias can be embedded in seemingly objective supporting materials (like recommendation letters and teaching evaluations).
5. Biases can result in even harsher penalties for women who are mothers.
6. Biasing processes are more extreme when individuals are tired, rushed or overburdened; women are rare in a unit; valid performance information is lacking; and criteria are vague or ambiguous.

Next section: Institutional bias.

Institutional Bias

Established laws, policies, and practices can systematically produce inequities in access, experience, outcomes, etc. for certain groups

Institutional processes include:
- Formal: Laws, established rules, policies
- Informal: "the way things are done," "the 'best' way to do things, etc.
  - these make up the "ecology," "culture," "systems" of the institution

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In addition to the implicit biases in our cognitive processes, bias can also creep into the faculty recruitment process through the established policies and practices of our institutions.

An institution may be a university or business, a department, a committee or a professional association.

All institutions, regardless of how large or small, operate based on formal laws and policies, but also common practices, and shared assumptions about "the best way to get the job done," "the way we do things".

Together these practices make up the ecology, the culture, or the systems of the institution and they can become so normalized that we can be unaware of the biases they may introduce or reinforce.

Institutional bias occurs when the established laws, policies, and practices systematically advantage the members of some groups and disadvantage others.

The purpose of this section of our workshop is to:
Raise awareness about this source of bias so that we can then identify ways to counteract its influences.

Laws – California's Proposition 209

"The state shall not discriminate against, or grant preferential treatment to, any individual or group on the basis of race, sex, color, ethnicity, or national origin in the operation of public employment, public education, or public contracting."

STEAD *Strength Through Equity and Diversity*   Source: *UC Affirmative Action Guidelines for Recruitment and Retention of Faculty*   26

Let's start by looking at some laws that govern our recruitment practices

Proposition 209 is a law that applies to all state hiring in California, and the law itself specifies the UC as a place where it applies in particular. Here's what the law says: <read from slide>

_____

NOTES:

Resources: *UC Affirmative Action Guidelines for Recruitment and Retention of Faculty* – Note that this document is available at the UCOP Academic Personnel website: http://www.ucop.edu/academic-personnel/programs-and-initiatives/faculty-diversity-policies/index.html

- Section 31 of Article 1 of the California State Constitution
- went into effect on August 28, 1997

Laws - California's Proposition 209

"The state shall not **discriminate against**, or **grant preferential treatment to**, any individual or group on the basis of race, sex, color, ethnicity, or national origin in the operation of public employment, public education, or public contracting."

STEAD | *Strength Through Equity and Diversity*   Source: *UC Affirmative Action Guidelines for Recruitment and Retention of Faculty*   27

The wording of the law is balanced in that it specifies that entities of the state (such as UC faculty recruitment committees) "shall not discriminate against" **OR** "grant preferential treatment" on the basis of race, sex, color, ethnicity, or national origin…

<click> Yet this balance is commonly overlooked ….

Laws - California's Proposition 209

"The state shall not discriminate against, or **grant preferential treatment to**, any individual or group on the basis of race, sex, color, ethnicity, or national origin in the operation of public employment, public education, or public contracting."

STEAD | *Strength Through Equity and Diversity*   Source: *UC Affirmative Action Guidelines for Recruitment and Retention of Faculty*   28

…..and in practice Proposition 209 is most often interpreted <u>as prohibiting preferential treatment and so this law is seen as a hurdle to considering diversity as a criteria in hiring</u>…and this is where the bias creeps in: since we often forget that law also explicitly bars discrimination on the basis of race, sex, color, ethnicity, or national origin.

Instead, the proscription against granting <u>preferential</u> treatment is commonly believed to be the only legal way to achieve balance or equity in evaluation.

But, given what we know about implicit bias – that we all tend to act on unconscious cognitive processes that reproduce inequalities, in other words, it is a form of discrimination – attempts to be "blind" to race, sex, ethnicity, etc. will most likely reproduce inequalities.

Laws - California's Proposition 209

"The state shall not **discriminate against**, or **grant preferential treatment to**, any individual or group on the basis of race, sex, color, ethnicity, or national origin in the operation of public employment, public education, or public contracting."

STEAD *Strength Through Equity and Diversity*

Source: *UC Affirmative Action Guidelines for Recruitment and Retention of Faculty*

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Research shows that "To evaluate people more accurately we need to become explicitly aware of our implicit bias," and in essence, this is what Prop 209 requires us to do: it requires us to be mindful of the criteria we use to evaluate candidates and to make every effort to reduce the impact of potential biases – both those that disadvantage underrepresented groups and those that advantage dominant groups.

So, let's examine the recruitment process with an eye toward identifying where bias may be introduced in the practices we commonly use.

How we generate the pool of applicants may generate bias in a number of ways. For example:

Narrowly defining the area of a search will limit the potential for a broad pool that is diverse substantively as well as demographically and that truly represents the breadth of expertise in a field.

Institutional bias in faculty searches?

Generating the applicant pool:

Defining the position ⟶ Wording the advertisement

STEAD | *Strength Through Equity and Diversity* Gauscher, D., Friesen, J. & Kay, A. C. (2011) *Journal of Personality and Social Psychology* 101:109-128. 31
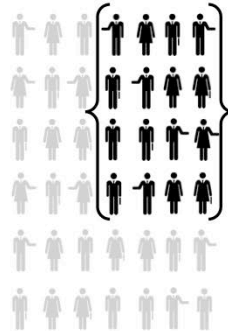
How the position description is worded may also unintentionally narrow the pool of applicants. For example, research shows that the wording of the job ad can influence the representation of women among applicants. Including language that highlights a commitment to diversity in hiring and links to work-life and dual-career policies or resources can increase the representation of women and underrepresented minorities.

How a position is advertised also affects the pool of applicants.
Relying on only the established advertising practices may not tap into the true breadth of talent available for possible recruitment.

What about when we review applicants?

Search committees lack sufficient diversity (in substantive and methodological expertise, in social characteristics, in rank) may be unable to equitably review all of the applicants, to recognize excellence and innovation in a broad range of areas, or to fully appreciate the quality of the training or collaborators of an applicant.

If the search committee is given a high level of autonomy and decision-making power it may allow the recruitment to be driven by the preferences of just a few faculty rather than by the interests and goals more broadly endorsed by the full departmental faculty.

The

We all want to higher the best scholar and we can generally agree on the characteristics that are associated with success as a faculty member:

Here are a few of the qualities we often seek. <read from slide>
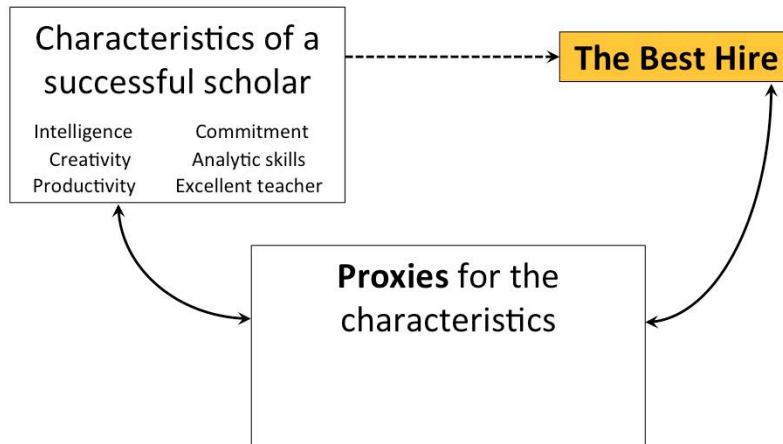
We can assess some of these characteristics directly but others are difficult to measure directly,
or it may take a lot of time to evaluate them directly,
so we often don't measure the characteristics at all
and instead we use observable characteristics that we consider to be good proxies for the characteristics we value and which we believe to be essential for success.

And so we ask you: What might some of these proxies be, what do you use in your department?

Review criteria may introduce bias

Characteristics of a successful scholar

Intelligence   Commitment
Creativity   Analytic skills
Productivity   Excellent teacher

The Best Hire

Proxies for the characteristics
Prestige of doctoral institution
Prestige of letter writers
Grants
Number and visibility of publications

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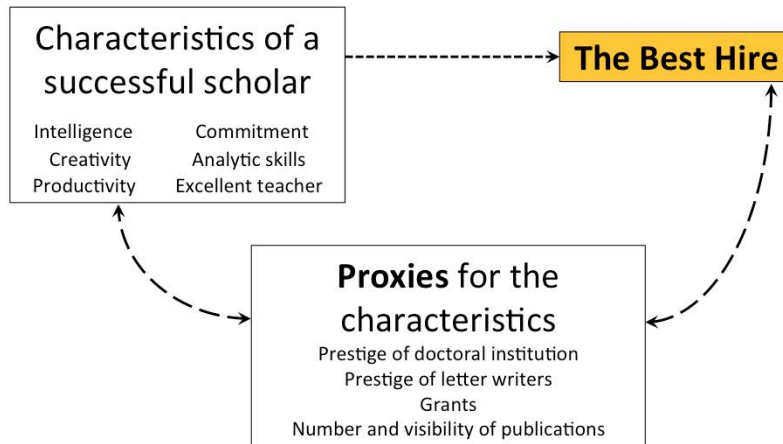
So, the proxies probably include:
     Prestige of doctoral institution and letter writers, number of grants, etc.

We rely on these proxies as an efficient shortcut for decision-making….and this works…as long as the proxies are good measures of the characteristics we value.

So, what could be wrong with this practice?
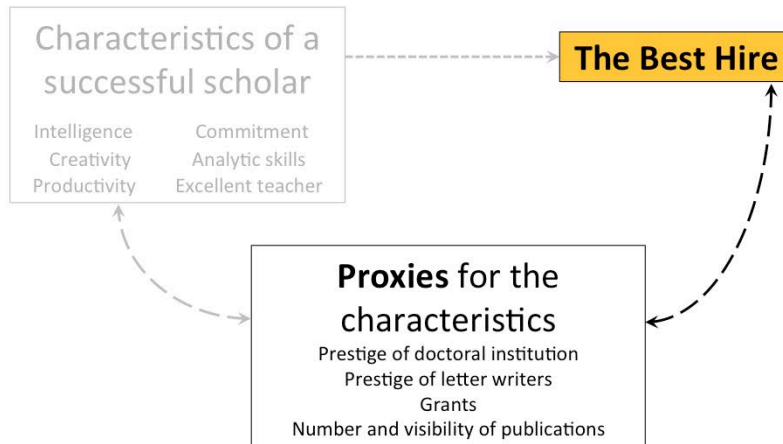
When the practice becomes so normative that we stop noticing what we are doing and stop questioning the reliability of our proxies, we can make biased or otherwise flawed evaluations and hiring decisions.
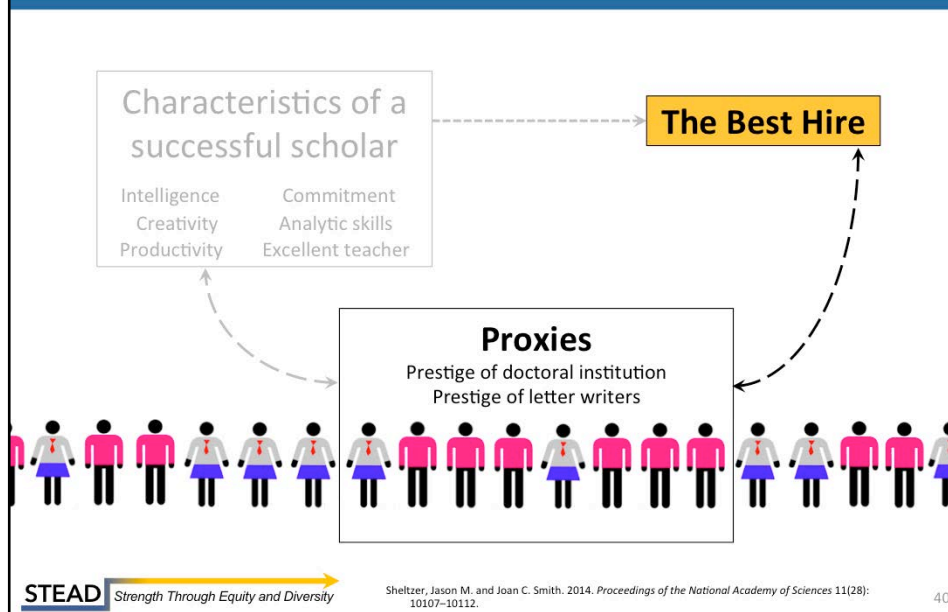
For example, when we rely too heavily on prestige of doctoral institution or of letter writers, we lose sight of the fact that **Prestige** is a proxy for quality, not proof of quality. It makes the review process easier – we can quickly exclude some individuals from further consideration, but it ….
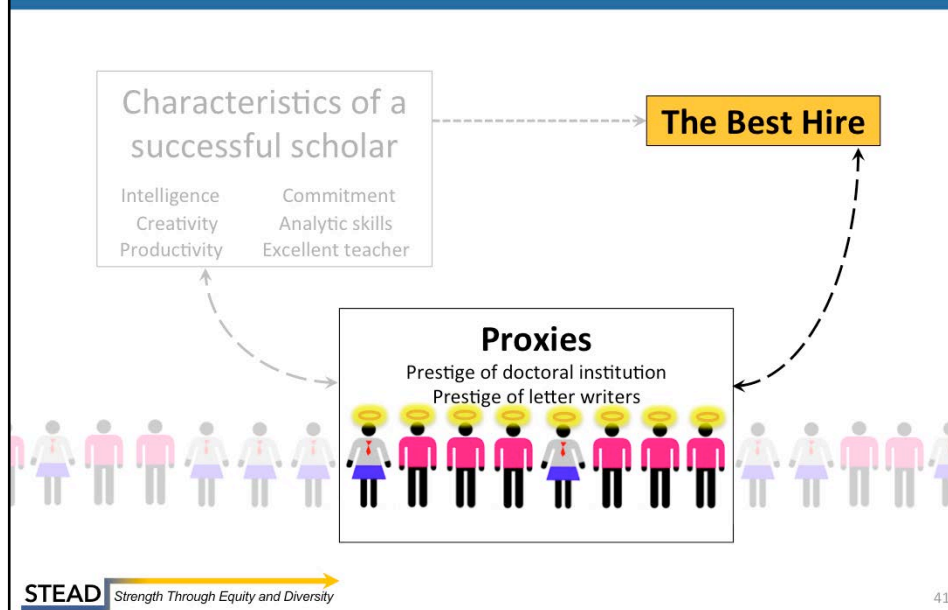
- limits the likelihood that we will identify and recognize excellent scholars outside of elite networks
- and it grants the "benefit of the doubt" or "the halo effect" to individuals who are members of the elite networks

Our proxies are all imperfect and may introduce bias into the process:
For example,
URM scholars are less likely to have attended the prestigious institutions
Women and URM scholars are less likely to be affiliated with the central experts in the field

In fact, a recent article published in the Proceedings of the National Academy of Sciences documented the significant underrepresentation of women among postdoctoral scholars employed by elite male biology faculty (Sheltzer and Smith 2014)

So relying on prestige as a proxy of quality will limit consideration of women and underrepresented minorities and may cause us to undervalue their skills and scholarship.

Review criteria may introduce bias

Characteristics of a successful scholar

Intelligence   Commitment
Creativity   Analytic skills
Productivity   Excellent teacher

The Best Hire

Additional/New Proxies?

Broader impacts?
Evidence of teaching expertise?
Other proxies?

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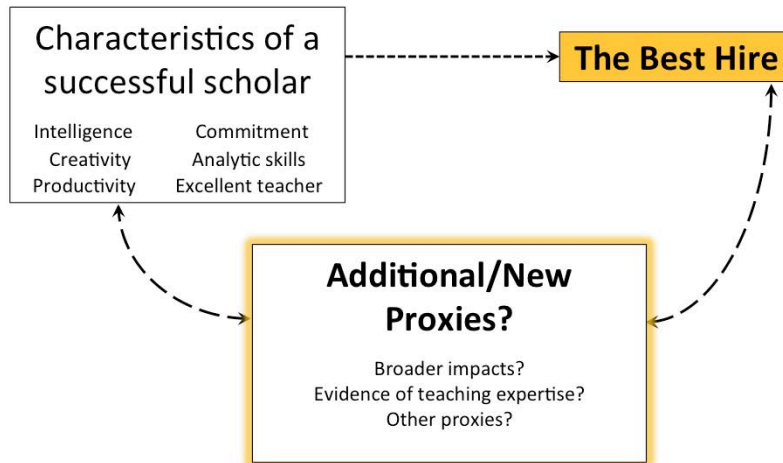
In addition, some characteristics that are valued and related to academic career success are not normatively considered in the recruitment process.

For example, the ability to see innovative applications or to translate knowledge across disciplinary boundaries are qualities that are associated with research success but that are difficult to measure. Commitment to teaching to service or to outreach are characteristics that we value in our colleagues, and that are truly essential to the success of the university.

These characteristics are also increasingly important for career success. The NSF and other public and private funding sources now routinely assess all research proposals on their potential for broader impacts. These broader impacts include "Advance discovery and understanding while promoting teaching, training, and learning" and "Broaden participation of under-represented groups."

But evaluation of these characteristics is not yet firmly built into our current processes, so scholars who have invested in these qualities may be undervalued in our search process.

What we know about institutional bias

- Embedded in normal, routine policies and practices
- *Intent* of the policy doesn't need to be discriminatory to produce unequal outcomes
- Universal application of biased practices or criteria ≠ equity

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Institutional biases are often embedded in the practices that are so routine we don't notice them…and while these practices usually are not intended to be discriminatory, their inherent bias generates unequal outcomes.

So we need to examine our hiring practices to ensure they are aimed at generating the richest pools of applicants, candidates for recruitment and new faculty as possible.

For the last section of this workshop we turn to practical steps you can take to reach that goal.

Best Practices to Advance Excellence, Equity and Diversity

1. Prime the Pump
2. Define the Search Broadly
3. Build an Effective Search Committee
4. Define Criteria before Evaluating Applicants
5. Thoughtfully Evaluate the Applicants
6. Disseminate Best-Practices to Full Faculty
7. Host Effective Visits
8. Recruit Aggressively

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- The general framework of the next series of slides is a "walk through" of the search process – And we'll begin our best practice recommendations with the identification of the best possible applicants and developing a position description that will yield a broader and more excellent pool of candidates, and choosing search committee members...
- SO, some of this may be a bit late for members of the audience – but we want to highlight this all the same both because this is likely not the last search you will participate in, and because awareness of some of these things may indeed help indirectly in your current search.
- We'll end up by talking about how to host the most effective visits. If you do this well, you will be courting the most excellent and diverse faculty in the hiring pool, and indeed we will be competing with the best universities in the nation for these top candidates.

- So first… priming the pump. Essentially, what we're recommending here is planning for the future.
- Think about the long-term health of your program and remain mindful that diversity plays a prominent role in the growth of excellence.
- Diversity of applicants should be considered a goal in itself, no different than making sure applicants will be successful teachers and scholars.
- We can not insure we are building the best faculty if we are only "fishing" from one section of the "pond".
- Want to benefit from the collective wisdom in this room… what are some some effective ways people have found to EXPAND beyond the "usual" or "common sense" networking circles to reach a wider audience?

-click-

- And again the goal is to think towards the future, so be on the lookout for opportunities to provide exposure to excellent and diverse applicants

-click-

A specific recommendation that we have [read slide]

-click-

Define the Search Broadly

- Include as many areas, methodological approaches, etc. as possible

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- Our second recommendation is to define your search broadly
- -click-

In general, searches that are too narrow yield little diversity in the characteristics of the applicants.

Position description that is likely too broad:
Description = Bird

Whereas searches that are too broad will yield unhelpful degrees of variation and will incur significant time and management costs.

Well-designed open search:
Description = Songbird

Well-defined open searches yield diversity that is beneficial for the faculty recruitment process because it allows the committee to see and consider the breadth of excellence and diversity available in the current hiring year.

Define the Search Broadly

- Include as many areas, methodological approaches, etc. as possible

- Use language aimed at expanding the applicant pool and signals support for diversity
  - "...exceptional candidates in all areas will be given serious consideration"
  - "...seek candidates who will create a climate that attracts students of all races, nationalities, and genders"

- Advertise widely
  - Fellowships/Foundations for under-represented groups
  - Recruit broadly; specifically **seek out** women and URM scholar to **encourage to apply** and with whom to advertise the position

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- -click-
- The way the ad is worded will add to efforts to ensure we're finding the excellence that is "out there"
- -click-
- We want to both advertise widely AND actively reach out to woman and URM scholars.
  - Research shows that women, in particular, often self-select out of the top positions in corporate and academic worlds. Therefore, to SEE them in our applicant pools we may have to go that extra step.
- The "resources to broaden candidate pools", highlighted in the slide just above, can also be used as a guide to where to advertise, and it even gives you URLs to societies and tells you how much it will cost you to place an ad there!

Build an effective search committee

- Include a **diverse** set of **committee members**
  - Diverse substantive and methodological expertise
  - Diverse characteristics and backgrounds
  - Include those openly committed to diversity and excellence
- **Balance workload** across committee members
- Establish **expectation** and **processes** for open communication
  - Engage all members
  - Ensure that all voices are heard

Recommendations: Actively discourage "side bar" conversations. Challenge potentially biased assessments with statements such as: "I'm curious as to how you came to that conclusion?"

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- Members should be selected with diversity in mind. Not just gender and ethnic diversity, but those with diverse research and methodological backgrounds
- Beyond selecting members, a significant part of building an effective committee is training the members once appointed
    - Not just the chair of the search committee, but indeed all members, are responsible for creating an environment where committee members feel free to present their perspectives and concerns about diversity.
    - Members must feel "safe" in airing their views about candidates, especially the "why" of rankings.
-click-
- Some specific recommendations that we have are [read slide]
    - So if overhear a conversation about the candidates taking place in the hallway before your search committee meeting, you can say "The whole committee should hear this conversation, let's take it inside"
    - If committee members use the classic, very opaque comment of "just doesn't seem like a good fit", reply "I'm curious…"

Define criteria before evaluating applicants

- Establish evaluation criteria early in the process
  - Consider a broad range of criteria
  - Include contributions to diversity in the criteria
- Ask for the information you need from applicants to evaluate them relative to those criteria
  - Provide a checklist with clear instructions for the applicant (e.g., in UC Recruit)

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- As was driven home just a short while ago, implicit bias is part of the fabric of our decision making.
- Eliminating it completely is not possible, but **bringing awareness to** it has been shown to reduce its impact
    - This MUST be a fundamental objective of the search and hiring process.
- One of our strongest recommendations for minimizing the impact of implicit bias is to define your evaluation criteria before ever reading the first application.
- This should be done not just as individuals, but as a group – the search committee should arrive at a consensus of how to value the requirements of the position description and how the applicants will be scored.

-click-

- And remember that including these criterion in the list of information you ask of the candidate is crucially important
    - Several of our sister UC institutions are uniformly requiring diversity statements from applicants
    - There is language on the Vice Provost website, and we link to this in the STEAD website, the link is titled "Guidelines for Writing a Diversity Statement"

Thoughtful evaluation: Use a simple tool

Please indicate which of the following are true for you (check all that apply)
Read CV & statement
Read letters of recommendation
Attended talk
Met with candidate
Attended lunch or dinner
Other (explain)_____

Please rate the candidate on the following:

	Excellent	Good	Fair	Poor	Unable to judge
Potential for (evidence of) scholarly impact					
Potential for (evidence of) research productivity					
Potential for (evidence of) research funding					
Potential for (evidence of) innovation					
Potential for (evidence of) collaboration					
Fit with department's priorities					
Ability to make contribution to department's					
Potential (demonstrated ability) to attract, t					

Recommendation: Search committee meets *before beginning the review of applications* to arrive at a consensus of how applicants will be evaluated and on what criteria.

- Since one of our strongest recommendations for minimizing the impact of implicit bias is defining evaluation criteria ahead of time, we have provided a template for a evaluation scoring sheet.
    - A hard copy of example of this is provided for you in your folder, and this and an Excel version of it is on the STEAD website as well.
    - This template scoring sheet is meant for each search committee to adapt. The format is less important than the fact that the search team build one and work to make it informative.
- As cognitive research suggests, implicit bias inserts itself when we let proxies stand in for a more objective measure of success as a scholar.
- The intent of the score sheet is to remind reviewers of the criteria established by the search committee and to see that these are uniformly implemented in the evaluation process.

-click-

- A specific recommendation we have is that [read]

Evaluation Tool in "Real Practice"

- At your tables, please consider the concepts of "**productivity**", "**innovation**" and "**collaboration**"
  - While the evaluation of these qualities looks like it would be methodical and unbiased, what are are some of the ways in which bias can creep in, even when looking at these seemingly *objective* criterion?

Please rate the candidate on the following:	Excellent	Good	Fair	Poor	Unable to judge
Potential for (evidence of) scholarly impact		✓			
Potential for (evidence of) research productivity	✓				
Potential for (evidence of) research funding		✓			
Potential for (evidence of) innovation			✓		

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If an evaluation tool is going to be valuable in reducing bias, it has to be SPECIFIC and it cannot simply recapitulate old practices.
6 min, talk at tables
4 min share out

Thoughtfully evaluate the applicants

- Systematic evaluation of the agreed-upon criteria
  - Require committee members to evaluate **all application materials** in relation to the defined criteria
  - Ensure that each member evaluates materials **independently**
  - Evaluate all materials, i.e., **do not rely on single indicators**, such as a single letter-writer

- Consider the environment in which achievements were made

- Make a long "short list"
  - Invite as many scholars as is feasible for interviews
  - Allows for more data gathering

Candidate A is strong on… but weaker on… Candidate B will bring strength in…

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http://moreintelligentlife.com/content/ideas/ian-leslie/non-cogito-ergo-sum

---

- Thoughtfully evaluating the candidates requires a uniform application of standards and consideration of the entire application.
- -- Our recommendation is that all committee members evaluate all application materials and that -- each member does so independently so as not to influence the opinions or rankings of the other committee members
- -- Remember the pitfalls of proxies that was discussed a short time ago: be sure to stick to your scoring system. Don't let one aspect dominate your, or the committee's, decision-making process. Whether it is the halo effect of a prestigious school or a letter from a leader in the field, keep this information in context with the whole application and the criteria and scoring you established at the outset.
    - So if a committee member says: "Well, John Smith at Harvard says he walks on water, and he hardly ever says that about anybody." It is the responsibility of the other committee members to say: "We have to take that into account along with all of the other factors…"
- We recommend that you create as LONG "short list" as possible. This will help to enhance the diversity of outstanding candidates considered.
- In fact, we might suggest, to further enhance diversity, departments consider inviting applicants that excel in teaching and mentoring as well as those that excel only in research.
- As we outlined earlier – "fishing in only one part of the pond" may not yield the

Disseminate best-practices to full faculty

- Search Committee provides a comprehensive review of the process and applicants
  - Clearly articulate evaluation criteria and how prioritized
  - **Share**, and **encourage use of**, the candidate evaluation tool developed by the search committee
  - Require evaluations that combine examination of written material with direct contact with the candidate
- Be vigilant for inappropriate comments and questions
- **Work with department leadership** to keep the focus on excellence and diversity

- Once the Search Committee has drafted their list of candidates to interview, it is important to bring the same process used by the search committee to the rest of your colleagues.
- They too must understand and share the criteria you used to evaluate candidates and the reasoning behind your selections.
- Indeed, it makes sense to share the evaluation tools, along with a discussion of how the various categories of scholarship were evaluated and weighted.
- And it is just as important that the use of proxies and selection on limited information be avoided here as was done in the setting of the search committee. Colleagues may need to be reminded of what areas of questioning and evaluation are legitimate. So it is important that the department leadership maintain its role on keeping the discussion focused on excellence and diversity.

Host effective visits

- Treat all candidates as valued scholars and colleagues
  - Not representatives of a class
- Ensure that candidates meet a diverse group of future colleagues.

- Once your top candidates do arrive for interviews, it is equally important that you host effective visits
- It's imperative that all candidates are treated as valued scholars and if they do represent an underrepresented group, that they are not treated as representative of that class
- Ensure that you arrange their visit such that they are meeting with the most diverse group of future colleagues as possible, and that those who meet them are asked to abide by the same standards.
- Even the most well-meaning of colleagues might unintentionally offend or put off candidates…

The Unintended Consequences of Personal Questions

Situation derived from surveys of candidates who withdrew from searches or turned down offers

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- To illustrate one such awkward situation, we ask you to consider this sample "conversation". [read slide]
- As you will see, at no point in the interviewer trying to put off the candidate; quite the opposite.
- We are justifiably proud of our campus and surrounding communities, and sharing our experiences and opinions can often "feel right" in that we are trying to make the candidate feel comfortable and see us as people they would enjoy working with.
- But what we say, and what they hear, can be two very different things, as you will see in this vignette

Well meaning search committee member thinks (and asks)…
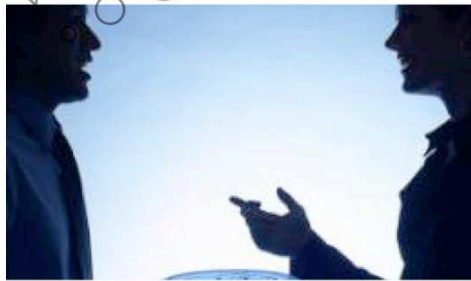
- In this example, a fictional faculty member, on the left, is asking after the needs/ desires of a fictional candidate's partner.
-click through thought and speech bubbles-

After scenario:
- The candidates answer is a polite response to a question that should not have been asked.
- A more self-assured candidate might even have reminded the interviewer that such questions are inappropriate and inform the Search Committee or Department chair to that effect.
- Putting the candidate "on the spot" to answer questions about their personal lives can be viewed as invasive.
- In some cases the candidate may also feel that the answer to the question will be considered in their suitability for hiring.
- Your desire to ask personal question as a way of showing your empathy for their situation may not be received as you intended.
- Such questions are contrary to university policy and, depending upon the nature of the question, may be illegal.

"To Ask or Not to Ask…"

- Things that must never be asked:
  - Are you married?
  - Do you have children?/ Are you pregnant?/ Do you plan on having a family?
  - Are you a US citizen?/Where were you born?/Where are you from?

- If YOU are asked questions by the candidate, give honest and helpful answers if you are able, but do not use this as an "opening" to ask illegal questions.
- Consult "Summary of Legal Interview Questions" on STEAD web page (http://academicaffairs.ucdavis.edu/training-and-development/stead)

Recommendation: An email from the department chair, sent to *all individuals who may come into contact with the candidate*, reminding of these requirements

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- For these reasons we must keep in mind things that must NEVER be asked in an interview situation:

[read slide]

-click-

- Inevitably, there will be times when candidates themselves bring up a personal topic and ask questions of YOU, the interviewer.
  - In this case, answer honestly and helpfully if you can, reminding them that this is your own experience or opinion, but do NOT use this as an opportunity to ask an illegal question
  - For example, you must not reply by saying "oh, do you have school-aged children?"
- We've provided documents on the STEAD website that include appropriate and inappropriate interview questions.
- A specific recommendation we have is that there be [read]

Host effective visits

- The best way to "sell" our institution is to provide information about the resources, benefits, and policies, at UCD and the amenities of the surrounding areas.

- Provide the **same** information to **all** candidates

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- The well-prepared department is one that has thought this through prior to the arrival of candidates
    - This includes developing a comprehensive packet of information that should be provided to all we invite.
    - Information telling people about things such as our work life balance polices, the partner opportunity program, etc.
- On the STEAD website we have prepared a suggested list of materials to include in packets that go to all job candidates
- The critical thing is that the same information is provided to everyone, without assumptions of what specific information may or may not be important to that person

Recruit aggressively

- Diversity + Excellence = An In-Demand candidate
  - Identify your candidate's needs
- The search does not end with a faculty vote
  - Work to bring the excellence here
- Are multiple candidates feasible?
  - Involve your Dean

http://seanheritage.com/blog/defining-success/

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- Finally, once outstanding candidates have been identified, active recruitment will be a key element of the search.
- This is emphatically important when we look to appoint candidates from a diverse background.
- The candidate that effectively combines diversity and excellence will be in HIGH demand and this is when identifying your candidate's needs can be justified.

Don't forget, if there are multiple candidates that your department finds outstanding, and particularly if those candidates reflect our search for diversity and excellence, the Dean may be able to increase the number of hires within a given search.

- The main goals of this last activity are to help you consolidate the information you've heard today, and to discuss any lingering questions or concerns you might have.
- If you want to give us feedback about the presentation today, will be seeking your feedback via a survey the link of which will be sent to you in an email following this workshop. We would appreciate you taking a moment to click on that link and provide us with your evaluation.

Discuss at your table: 5 minutes
Full-group discussion: 5 minutes

During Facilitation:
Invite the other STEAD members to come up front
Pay close attention to hands raised
If someone carries on too long: "Please wrap up your remark so we can take more comments."

Workshop on Faculty Recruitment for Excellence and Diversity
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(Available at http://academicaffairs.ucdavis.edu/training-and-development/stead/index.html)

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STEAD Post Faculty Training Survey

We would like your feedback on the STEAD Faculty Search Committee Workshop that you recently attended. Your input is valuable and will have an impact on the content and presentation of future STEAD workshops. Your responses to the survey items are confidential; only the UC Davis evaluation team will have access to your individual responses and all reports of the survey results will be aggregated. The email link you are provided for the survey is specific to you so please do not share this link with other individuals. Thank you for taking the time to complete the survey.

1. Please rate your level of agreement with each of the following statements.

	Strongly disagree	Disagree	Agree	Strongly agree
As a result of this workshop, I intend to take specific actions in my department to improve our faculty evaluation and recruitment activities.	○	○	○	○

2. Please rate the effectiveness of the following presentation sections:

	Not at all effective	Not very effective	Neutral	Somewhat effective	Very effective
Establishing why a diverse faculty is important for excellence in a university setting.	○	○	○	○	○
Illustrating how implicit bias impacts candidate evaluation and hiring.	○	○	○	○	○
Defining what institutional bias is and how it impacts hiring policies and practices.	○	○	○	○	○
Providing approaches to aid search committees in recruitment of a diverse and excellent faculty.	○	○	○	○	○

3. Please rate the effectiveness of the following aspects of the workshop:

	Not at all effective	Not very effective	Neutral	Somewhat effective	Very effective
The fact that the workshop is designed and presented by faculty	○	○	○	○	○
The Powerpoint presentation	○	○	○	○	○
The implicit bias video	○	○	○	○	○
The letters of recommendation review and discussion	○	○	○	○	○
The group discussions at your table	○	○	○	○	○
The resources provided	○	○	○	○	○

4. How do you think the workshop will affect the search process in your department? (Check all that apply)

- ☐ More broadly defined searches
- ☐ Changes in the composition and culture of search committees
- ☐ More equitable review of candidates
- ☐ Changes in the interview process
- ☐ Other

Other (please specify)

[ ]

5. Do you think participating in the workshop will affect your behavior when you serve on a search committee?

- ○ Yes
- ○ No
- ○ Maybe

If yes, please describe how.

[ ]

6. What is the most important idea or practice that you took away from the workshop?

[ ]

7. How could the workshop be improved? (e.g., more on particular topics, more discussion, etc.)

8. Please indicate your rank:

- ○ Full Professor
- ○ Associate Professor
- ○ Assistant Professor
- ○ Academic Federation Faculty
- ○ Administration
- ○ Staff
- ○ University Affiliate (ex. Consultant/Program participant)
- ○ Postdoc/Professional Researcher
- ○ Other

Other (please specify)

9. Please indicate your gender:

- ○ Male
- ○ Female
- ○ Other

Other (please specify)

10. Please indicate your ethnicity:

○ American Indian or Alaska Native

○ Asian

○ Black or African American

○ Hispanic - Latino/a

○ Native Hawaiian or Other Pacific Islander

○ White

○ Decline to state

○ Other

Other (please specify)

STEAD Webpage on the UC Davis Academic Affairs Website

Faculty Recruitment Candidate Welcome & Information Folder:
Recommended Contents

1. Itinerary for the visit
- For all items on the itinerary, include the time, location, and the name, title and affiliation of each participant
- Include contact information for key department representatives, e.g., department chair, search committee chair, CAO/MSO, etc.

2. Map of UC Davis
  Available from:
    Reprographics
    Printable versions at: http://cpcr.ucdavis.edu/gis/index.html

3. City of Davis map and information
- City of Davis Welcome Map (Cost: $1/each)
- Less detailed maps (free)
- Many brochures (free)

  Available from:

Davis Chamber of Commerce	Yolo County Visitor's Bureau
604 Third Street, Davis CA 95616	132 E Street, Suite 200, Davis CA, 95616
(530)756-5160	(530) 297-1900
http://www.davischamber.com/#sthash.1VV4h6f6.dpbs	info@yolocvb.org

4. Resources from the Office of the Vice Provost – Academic Affairs (VPAA):
- UC Davis Partner Opportunity Program (POP) brochure
    Available at:
    o http://academicaffairs.ucdavis.edu/local_resources/docs/work-life/Partner%20Opportunity%20Program%20handout.pdf
    o hard copies available from the VPAA office, contact:

- Work Life Resources at UC Davis brochure
    Available at:
    o http://academicaffairs.ucdavis.edu/local_resources/docs/work-life/Work%20Life%20handout.pdf
    o hard copies available from the VPAA office, contact:

- Mortgage Origination Program (MOP) information
    Print this page:
    o http://homeloans.ucdavis.edu/MOP.cfm

5. Latest issue of the college magazine
  Contact the college development office or Dean's office.

6. Latest issue of UC Davis Magazine
  Available from:
    UC Davis Strategic Communications
    Third floor Mrak Hall
    (530) 752-1930

7. Information on housing and realtors in the Davis area
- Basic information, such as a printout of the homepage for area realtors:
    o Coldwell Banker, http://www.coldwellbankerdougarnold.com
    o Lyon Real Estate, http://www.golyon.com
    o First Street Estate, http://www.firststreetrealestate.com
    o Remax/Gold, http://www.remaxgold.com/Offices/1411/Davis.aspx

Candidate Evaluation Tool

The following offers a method for department faculty to provide evaluations of applicants and/or candidates seriously considered by the search committee and/or departmental faculty. It is meant to be a template for departments that they can modify as necessary for their own uses. The proposed questions are designed for junior faculty candidates; however, alternate language is suggested in bracket for senior faculty candidates.

Candidate's name: _____

Please indicate which of the following are true for you (check all that apply):

☐ Read candidate's CV
☐ Read candidate's scholarship
☐ Read candidate's letters of recommendation
☐ Attended candidate's job talk

☐ Met with candidate
☐ Attended lunch or dinner with candidate
☐ Other (please explain):

_____
_____

Please comment on the candidate's scholarship as reflected in the job talk:

Please comment on the candidate's teaching ability as reflected in the job talk:

Please rate the candidate on each of the following:	excellent	good	neutral	fair	poor	unable to judge
Potential for [Evidence of] scholarly impact						
Potential for [Evidence of] research productivity						
Potential for [Evidence of] research funding						
Potential for [Evidence of] innovation						
Potential for [Evidence of] collaboration						
Fit with department's priorities						
Ability to make positive contribution to department's climate						
Potential [Demonstrated ability] to attract and supervise graduate students						
Potential [Demonstrated ability] to teach and supervise undergraduates						
Potential [Demonstrated ability] to be a conscientious university community member						

Other comments?

UC Davis ADVANCE Mentorship & Networking Initiative

Mission

To provide information, guidance and networking opportunities for research and career success of women in STEM fields through both informal and formal programs.

Goals

The Mentorship & Networking Initiative focuses on the development of UC Davis internal resources in support of STEM faculty career success, including:

1. Mentorship programs
2. Career skills workshops
3. Networks to enhance research opportunities and career success

What types of programs for new faculty are supported by the Mentorship & Networking Initiative?

LAUNCH Committees

The LAUNCH committee pilot mentoring program for new faculty:

  a. Supports early professional integration and development of new faculty as they begin their careers at UC Davis. The committees typically meet twice per quarter in person or by teleconference, 2-3 months before arrival through the end of the first academic year.
  b. Is composed of faculty members, including (at a minimum):
     • A senior faculty member in the new faculty member's department with related research interests
     • Department Chair
     • Senior faculty member from outside the department, in a field related to that of the new faculty member
     • ADVANCE faculty member (convener of the committee meetings)

New Faculty Network

The New Faculty Network is a faculty-led, grass roots organization at UC Davis that welcomes all new faculty to take part in informal monthly networking events to expand professional networks and knowledge of campus and regional culture. The UC Davis ADVANCE program provides listserv maintenance and administrative support.

New Faculty Reception

Held in collaboration with the Vice Provost Academic Affairs, the New Faculty Reception invites new assistant professors to get acquainted with senior faculty in a relaxed, informal setting.

What types of programs for mid-career and senior faculty are supported by the Mentorship & Networking Initiative?

ADVANCE Scholar Awards

The ADVANCE Scholars Awards is a newly instituted, prestigious award program and lecture series that will be held in conjunction with the Faculty Networking Receptions. The events will be widely advertised and will target a multidisciplinary audience of faculty, post-doctoral scholars and students. The intent of the program is to encourage research leadership and outreach to underserved communities and/or mentorship or underrepresented students, and to highlight and celebrate the contributions that women STEM faculty at UC Davis have made to their respective fields. Two ADVANCE Scholars will be awarded each year, receiving a cash award and delivering a distinguished campus lecture on their research and mentorship activities.

How are ADVANCE Scholars nominated and appointed?

A call for nominations is sent out to all STEM faculty in the spring. The Mentoring and Networking committee evaluates the nominations based on scientific and mentoring contributions.

Does the Mentorship & Networking Initiative provide resources for the broader campus community?

National Center for Faculty Development & Diversity

Through a partnership between UC Davis ADVANCE, the Vice Provost- Academic Affairs (VPAA), and UCOP, an institutional membership in the National Center for Faculty Development & Diversity (NCFDD) http://www.facultydiversity.org/ is available to all Academic Senate and Academic Federation faculty, post-docs and graduate students at UC Davis.

Faculty are also encouraged to participate in the 15-week Faculty Success Program by the National Center for Faculty Development and Diversity (NCFDD) and partial funding is available for faculty. The Faculty Success Program provides an intense and heavy-accountability structure through which individual faculty engage with the program and learn to implement the professional skill-sets and techniques that NCFDD teaches through their curriculum.

National Center for Faculty Development and Diversity (NCFDD)

Faculty Success Program Fall 2014

UC Davis ADVANCE Faculty Participants

1. Andrea Chandrasekher; Law; co-sponsored by UCOP and the UC Davis School of Law

2. Marcela Cuellar, Education; co-sponsored by UCOP and the UC Davis School of Education

3. Katharine Graf Estes, Psychology; co-sponsored by UCOP and the UC Davis Department of Psychology

4. Annaliese Franz, Chemistry; co-sponsored by UC Davis ADVANCE and the UC Davis Department of Chemistry

5. Rachel Jean-Baptiste, History; co-sponsored by UC Davis ADVANCE and the UC Davis Department of History

6. Katherine Ralston, Microbiology and Molecular Genetics; co-sponsored by UCOP and the UC Davis Department of Microbiology and Molecular Genetics

7. Susy Zepeda, Chicano/a Studies; co-sponsored by UCOP and the UC Davis Department of Chicano/a Studies

UC Davis ADVANCE Program
Mentorship & Networking Initiative

LAUNCH COMMITTEE PROGRAM
2014 – 2015 Participants

The LAUNCH pilot program provides support and guidance to new junior faculty members as they begin their careers at UC Davis. LAUNCH committees are composed of a LAUNCH convener, department chair and other senior faculty interested in mentoring junior colleagues. Over the course of the first year on campus, each LAUNCH committee will meet with the new faculty member quarterly to facilitate progress in areas that are essential for success.

LAUNCH committee mentoring support will be offered to all incoming CAMPOS Faculty Scholars*, as well as a small subset of new UC Davis STEM faculty during the pilot program.

2014-2015 LAUNCH Participants:

- Clare Casteel, Plant Pathology Department, College of Agriculture & Environmental Sciences
- Diasynou Fioravante, Center for Neuroscience, College of Biological Sciences
- Karen Ryan, Neurobiology, Physiology & Behavior, College of Biological Sciences
- Mark Huising, Neurobiology, Physiology & Behavior, College of Biological Sciences
- Sharon Aviran, Biomedical Enginneering, College of Engineering
- Alex Nord, Center for Neuroscience, Neurobiology, Physiology & Behavior, College of Biological Sciences, Psychiatry – School of Medicine, MIND Institute and Genome Center
- *Lillian Cruz-Orengo, Anatomy, Physiology and Cell Biology, School of Veterinary Medicine
- *Cindy Rubio Gonzalez, Computer Science, College of Engineering
- Colin Reardon, Anatomy, Physiology and Cell Biology, School of Veterinary Medicine
- *Anna La Torre, Cell Biology and Human Anatomy, School of Medicine

UC Davis ADVANCE Policy & Practices Review Initiative

Mission

To conduct a systematic review of policies and procedures that impact recruitment, retention and career progress of faculty and, when deemed necessary, propose changes to those policies and practices in order to eradicate implicit bias, promote diversity and eliminate inconsistency in implementation.

Goals

To examine and recommend policy updates to UC Davis policies and practices, where needed, in consultation with the Academic Senate and campus leadership. Focus will be given to the following areas:

1. Recruitment
    *   Pool Composition
    *   Pool Evaluation
    *   Attractive Environment
2. Faculty Advancement and Reward
    *   Reward System
    *   Knowledge of Expectations
    *   Faculty Incentives
3. Faculty Development and Career Climate
    *   Enabling Environment for Successful Academic Careers
    *   Faculty Development Programs
    *   Leadership Training
4. Retention
    *   Work-Life Balance
    *   Sustaining an Attractive Enabling Environment

How does the Policy & Practices Review Initiative engage with the wider campus community to garner timely feedback on recommendations?

The Co-Directors of the Policy & Practices Review Initiative first engage the Academic Senate on a set of policy recommendations via an informal consultation process that utilizes the Academic Senate Information System (ASIS) electronic posting capability to share documents and receive comments from

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Academic Senate Standing Committees and Senate and Federation faculty. After the informal consultation closes, faculty comments are reviewed by the Policy & Practices Review committee and the policy recommendations are amended or updated as needed, to address any faculty concerns or suggestions. The final version of the policy recommendations are then submitted to the Academic Senate Chair with a request for formal consultation. The policy recommendations on Recruitment are currently undergoing formal consultation.

In addition to the Academic Senate, the Policy & Practices Review Co-Directors engage faculty groups and campus leadership via meeting presentations to discuss proposed policy recommendations (ex: Hispanic/Latin@ Faculty Association, Council of Deans, Chairs, etc…).

What is the timeline for review, informal consultation and formal consultation on each set of policy recommendations?

To ensure that all policy recommendations reflect national best practices for academic research institutions and will be functional within the context of UC Davis, approximately 12-18 months will be devoted to each topical area (Recruitment, Faculty Advancement and Reward, Faculty Development and Career Climate, and Retention). Policy recommendations will be developed sequentially, beginning with Recruitment, and working through the natural progression of policies that impact faculty career development.

ADVANCE Policy and Practices Review Initiative
Revised Recruitment Recommendations October 2014

The UC Davis ADVANCE program aims to increase the participation of URM (Underrepresented minorities) women in STEM fields (science, technology, engineering and mathematics). The overall campus goal is to create an enabling environment and to "build a vibrant, welcoming and diverse STEM research community". A second objective is to establish an institution-wide, inclusive STEM climate that values and embraces diversity. In the *State of the Worlds Science, 2014,* article by Victoria Plaut "3 Myths Plus a Few Best Practices for Achieving Diversity" she succinctly states the problem under the heading:

> **"Forget Color Blindness**
> Perhaps an ideal world exists in which race or gender is beside the point in the office or classroom. In our world, however, most people find it easier to thrive in an actively supportive environment in which it is safe to be different."

This is our goal, to move from policies and practices encouraging color and gender blindness that emphasize our core commonality to those that recognize, embrace and support our differences.

ADVANCE also plans to develop and provide programs and resources that will empower individuals for a STEM academic career and promote equitable advancement. The effectiveness of programs, practices and polices developed to meet these goals will be assessed in an ongoing basis.

The specific charge to Committee for the ADVANCE Policy and Practices Review Initiative is to conduct a systematic review of policies and procedures that impact recruitment, retention and career progress of faculty and, when deemed necessary, propose changes to those policies and practices in order to eradicate implicit bias, promote diversity and eliminate inconsistency in implementation. In our first two years of deliberations we have reached the same conclusion as that recently espoused by Virginia Plaut that there is a fundamental conflict between implicit bias and reliance on gender and color blind policies and elimination of the impact of implicit bias in review and advancement requires first embracing our differences as the foundation of inclusiveness.

Our recommendations will be presented to the Davis Division of the Academic Senate in draft form for consideration and modification. Comments and suggestions received from the campus community will be used to craft the final set of recommendations that will be submitted for formal review and implementation as appropriate. We are also charged with developing online spaces for protected faculty feedback on policies and implementation which will be done in conjunction with the Davis Division of the Academic Senate and the UC Davis Federation. We have divided our charge into four sections: recruitment, faculty advancement and the reward system, career development and retention. Four separate reports will be generated each focusing on one of these topics.

This report constitutes a final set of recommendations for recruitment, following Senate and Federation consultation in the spring of 2014. The invaluable feedback provided from the consultation process has led to changes in some of the recommendations of the draft report and in some cases withdrawal of recommendations. We thank those commenting on the draft for their assessments of the original recommendations. Recommendations deemed more appropriate for a future report have been moved to those reports. This set of final recommendations for recruitment of a diverse faculty is divided into three specific aspects: pool composition, pool evaluation and creating and sustaining an attractive working environment.

POOL COMPOSITION

Achieving a diverse faculty requires achieving a diverse pool of applicants. Recent analyses of potential pool composition (PhD degrees awarded) suggests that many of the early barriers that forced leaks in the pipeline have been addressed but there still remains a greater attrition of women and URM from the tenure-track position pipeline. However there is a greater diversity in pipeline pools now than at any time in our history. There are several approaches that have been taken by other institutions that have enhanced the diversity of their applicant pools and faculty and we make the following recommendations to attain enhanced diversity of our own applicant pools.

Most common among these other institutions is the establishment of detailed review of position requests assuring that they meet key institutional goals. Although extensive over-sight and micromanagement can be effective in some circumstances we favor instead establishment of practices that are able to be easily followed by all hiring units avoiding a lengthy review process. Criticisms of the draft report included the belief that the ADVANCE program is unnecessary because we as an institution have achieved color and gender blindness. We agree that we as an institution have fully embraced practices and policies that have successfully fostered color and gender blindness and have made great strides as a consequence but the fact remains that women and URM degree holders are underrepresented in STEM applicant pools. Blindness policies ignore the role of implicit bias in decision making and as a consequence do not fully nurture diversity and inclusivity.

Recommendation 1: Develop a core set of best practices for optimizing inclusiveness in application pools

Pool composition is impacted by a variety of practices. Given the scarcity of URM applicants in the pipeline, narrowly written or constricted job descriptions may lead to small applicant pools and potentially send the message that the position was written with specific applicants in mind. Other institutions have found that unconstricted searches lead to a more diverse pool and a more diverse faculty. "Unconstricted" in this case means job descriptions that span a discipline or even span multiple disciplines. On the other hand if an unconstricted search leads to several hundred applicants practices employed to narrow down the number of applicants to a manageable level for review,

such as requiring a high number of first author publications, valuing specific pedigrees or publications as first author in top tier outlets, can severely reduce diversity even below that of a more constricted search.

Feedback from campus raised several issues with respect to broadened or unconstricted searches and it is clear that one policy will not fit all units and situations. In fact, none of the responders across campus was in favor of an unconstricted search policy defined as broadly covering a discipline or spanning disciplines. Although reasons unconstricted searches were thought unworkable varied across units one underlying commonality of concern was the lack of flexibility in Department/hiring unit budgets and the increased demands on Departments/hiring units in providing for space and start-up funding. Equally cited was the lack of flexibility with respect to meeting specific teaching or graduate student training needs. Some responders also commented that there is significant diversity in applicant pools already but that competition for top candidates in general is fierce and our offer packages, especially faculty salaries, were simply not competitive. The extent to which Departments are expected to share the fiscal burden of new hires appears to vary by college and school and there is a lack of transparency even within units. The lack of flexibility in Department/hiring unit resources and work demands will reduce if not negate the effectiveness of any policy encouraging unconstricted searches.

We recommend instead that, understanding this inflexibility, the campus develop a core set of best practices that can be applied to each search that foster pool inclusivity.

The first step in achieving the goal of developing a core set of best practices for inclusivity is to understand our current review processes for position requests and searches. In current campus practice an Interim Recruitment Report (IRR) is required for all ladder rank faculty searches that must be approved by the Dean of the College or School. In 2013 the Vice Provost for Academic Affairs (VPAA) began requiring deans to provide the IRR to her office for evaluation, comment, and (where indicated) a recommendation to the Dean to either approve or disapprove the IRR (see: https://academicaffairs.ucdavis.edu/local_resources/docs/VP_advisories/AA2013-08 Advisory to Deans - New Process for Approval of Interim Recruitment Reports 091313.pdf). Evaluation of diversity (as defined by gender and ethnicity) is part of this process. The office of the VPAA will compare the diversity of the applicant pool, the "strongly considered" pool, and the "short list" pool against workforce-specific diversity information available through RECRUIT. According to Everett Wilson, who is the Data Coordinator in Academic Affairs, the workforce-specific diversity information comes from:

> "…The figures are based on an annual survey of PhD's performed by the National Organization Research Center (NORC: http://www.norc.org/Research/Projects/Pages/survey-of-earned-doctorates-%28sed%29.aspx) on behalf of six federal agencies (National Science Foundation, National Institute of Health, Department of Education, National Endowment for the Humanities, United States Department of Agriculture, and NASA).   The latest year's results can be viewed on the NORC web site, a good overview can be found on the NSF

web site at: http://www.nsf.gov/statistics/srvydoctorates/#sd.   The survey includes gender/ethnicity and the field of service most closely associated with a given PhD's study."

However, many of our own department and graduate programs, especially those administered by graduate groups, do not fit into standard national categories. The IRR review needs to be mindful of this fact. The office of the VPAA also examines the hiring goals for the department and college/school. If the diversity of the pool (and especially the short list pool) is below that expected by the workforce-specific figures provided, or will not potentially contribute to the hiring goals, then the VPAA can recommend that the Dean not approve the IRR and either fail the search or keep the search underway until the diversity of the pools increases. However the review process appears to focus on color and gender "blindness" of the pool and may not be sufficient in attaining diversity goals. It is important to make sure that applicants know we as a campus truly value that which makes us different as that is at the heart of inclusiveness. Departments need to be made aware of the best practices for obtaining a diverse pool and that we as a campus must understand the factors at play when the pool does not attain the desired diversity.

Suggested Process for Moving Forward:

The Office of the Vice Provost for Academic Affairs (VPAA) should prepare an annual report categorizing searches by the levels of diversity in the applicant, strongly considered and short list pools of the searches conducted in that year that have been completed. This report should be given to the Committee on Affirmative Action and Diversity (AA&D) for review along with the approved IRRs. The AA&D committee can then compare the outcomes to the actual processes followed in the search in order to identify those practices that foster inclusivity. Their findings should be reported on a regular basis to the campus community identifying key best practices so that the adoption of best practices will become widespread. We further suggest that the annual reporting to the academic community described above be done at the systemwide level to take full advantage of the efforts in obtaining greater inclusivity that are currently being conducted on all ten campuses and AA&D may wish to take this idea forward to the systemwide Affirmative Action and Diversity Committee.

Recommendation 2: Provide an annual workshop for Associate Deans and Department Chairs on best practices in hiring

The information gained in review of current practices and outcomes should also be translated into useful information that can be shared with the local campus administrators at the forefront of our hiring and recruitment efforts. This workshop should provide discussion of the appropriate levels of constriction in searches, training options for search committees and Department faculty and serve as a means by which the participants in the workshop can inform the VPAA and each other of issues impacting recruitment, pool composition and success in attraction of the top candidate.

Suggested Process for Moving Forward:

The VPAA should develop a workshop or include in an existing workshop a discussion of best practices in hiring that includes opportunity for dialog with an among participants.

Recommendation 3: Evaluate and enhance college/school level review of position descriptions and search plans

Aligned with recommendation 1 and 2 is the need to then apply the best practices information obtained to searches within a unit and across units. This recommendation has two components. The first component is the assessment of current college and school practices for review of both position requests and search plans employed by Dean's offices. The point of generation of the IRR may be too late in the process to make the meaningful changes that will have an impact on pool demographics. We assume all review practices are in compliance with the APM, but perhaps that is not the case. If practices are not in compliance with the APM they should be altered to become compliant. Alternately if the language of the APM is not conducive to best practices the APM should be changed. The second component of this recommendation is to develop clear guidelines for search review and approvals that can be applied campus-wide.

Suggested Process for Moving Forward:

The VPAA should request of each unit Dean (college or school) documentation of current practices in position and search plan review for their unit. This should include practices used for cross-departmental searches should those be conducted by the unit. These plans would be submitted to the Senate committees on Affirmative Action and Diversity, Committee on Academic Personnel, Faculty Personnel Committees of the unit and to the Committee on Planning and Budget and to the Vice Provost for Academic Affairs for review and comment. This Senate review should be given to the VPAA so that the VPAA can develop better guidelines for review of search plans and recruitment reports mindful of the constraints imposed by limited local resources.

Recommendation 4: Create an effective UC-wide website for the advertisement of faculty positions

Currently all UC positions are linked to a common website (jobs.universityofcalifornia.edu) and many of our campuses participate in HERC (Higher Education Recruitment Consortium: http://www.hercjobs.org/).   Pool diversity improves when positions are advertised broadly and it is important to know what outlets are used most often by prospective candidates in seeking positions. Departments are given some leeway in selection of outlets for position advertising at UCD and there are budgetary constraints that may force less than optimal outreach for recruitment of applicants. Departments also use targeted emails to colleagues and departments that produce

talented postdoctoral fellows and graduate students in our areas of interest. Other departments advertise more strongly at national conferences and candidates interested in positions often attend these recruitment sessions at those conferences. Thus it would be difficult to develop one core set of best practices for advertisement of all positions as disciplines vary in terms of optimal outlets for reaching candidates. We propose bringing the candidates to us by creating a high-profile single easy to search and navigate site for all UC positions. The current site links to individual campus sites and the quality of the postings and ease of access to further information about the position varies dramatically (compare UCB to UCD for example). We are concerned that this variation in presentation style can be a deterrent to applicants. It is also not clear how many Departments know of and utilize the HERC site since some faculty we spoke with were unaware of its existence. The HERC site provides a searchability not found on the UC site except for some of the local campus links to that site. Using these kinds of search sites and drawing applicants to us across disciplines in a coordinated fashion would reduce the need for individualized advertising plans requiring oversight and review. This site could also be linked to regional dual career hiring networks and enable UC to take a lead in recruiting other academic institutions and corporations to these dual career networks. This portal could be easily linked to positions within Recruit and the Recruit application process should include a query of how the candidate first heard of the position. How candidates hear of the position could then be used to formulate best practices for attaining a diverse applicant pool.

Suggested Process for Moving Forward:

The VPAA provide a report on use of the HERC site in attracting applicant pools and provide a report to the Academic Senate and the campus on the routes through which successful candidates initially obtained information about available positions. If this information is not readily attainable, we suggest that a survey be conducted of faculty hires within the last five years to identify the most important advertising outlets. We also suggest that at a minimum our job descriptions on the UC jobs site be redesigned to be more similar to those of UCB and UCM that provide easy scanning and searchability for academic positions (http://www.ucop.edu/academic-personnel-programs/programs-and-initiatives/academic-job-openings/index.html). We would also like to make the suggestion that the VPAA carry the concept forward systemwide of all campuses having a similar look for their job postings as linked from the systemwide jobs site.

Recommendation 5: Generate an institutional statement on commitment to inclusiveness to be included on all position announcements

Many campuses are creating positions that require evidence of a commitment to diversity on the part of the successful candidate as a means to both addressing remaining issues in the pipeline, providing diverse role models, and achieving an inclusive environment. We recommend that language be developed that will clearly state UCD's commitment to and valuation of diversity and inclusiveness. Currently the minimalist statement required at UCD for all applications (APM UCD500 exhibit D) is:

"The University of California is an affirmative action/equal opportunity employer." This statement is inconsistent with the UC-wide minimum statement "The University of California is an Equal Opportunity/Affirmative Action Employer. All qualified applicants will receive consideration for employment without regard to race, color, religion, sex, national origin, disability, age or protected veteran status." Both statements emphasize the "blindness" of our policies, but fall short of stating a firm commitment to inclusiveness and the creation of an environment in which it is safe to be different.

We therefore suggest UCD develop a clear institutional statement documenting our commitment to inclusion and that this statement be required on all position announcements. We offer as a suggestion the following or similar language be included in all position announcements, not just those limited to STEM:

> **"UCD is committed to mentorship of students, staff and faculty including those from underrepresented and underserved populations and creating a vibrant and inclusive educational environment. We especially seek applications from candidates who share this vision."**

Suggested Process for Moving Forward:

The Committee on Affirmative Action and Diversity develop suitable language for an institutional statement of commitment to inclusiveness or alternatively suggest a much more expanded statement such as that of Cornell University (http://diversity.cornell.edu/commitment-to-inclusion) to propose to the campus for implementation.

Recommendation 6: Review current practices with respect to search waivers

The PPRI received several comments from faculty stating that search waivers are being used in ways inconsistent with campus and UC policy. In their response to our draft recommendations the Committee on Academic Personnel stated that the PPRI view of search waivers was "outdated" and "other programs are also currently granted search waivers". The PPRI view of search waivers was taken directly from administrative websites and it appears that interpretation and implementation of policy might have diverged from historical practices and from descriptions of current practices on websites. Current policy is to allow departmental initiated requests for search waivers only in cases of TOE appointments (https://academicaffairs.ucdavis.edu/programs/target-excel/index.html). However, UCD APM 500 exhibit b lists the conditions under which academic appointments may be exempted from search requirements (http://manuals.ucdavis.edu/apm/500b.pdf). This includes discussion of acting or temporary faculty appointments, POP's, emergency appointments needed to meet critical teaching or clinical needs and a vague statement on exceptions for recruiting faculty with unique experiences and accomplishments that matches the language used for selection of the President's Postdoctoral Fellows. 500b also includes information on search waivers for grant funded programs when it is clear that individual hired is so uniquely qualified that they would have been hired anyway should a search have been conducted. From the broader comments received by PPRI

it is clear that some faculty interpret 500b as applicable to "non-Senate" academic appointees and this needs to be clarified. It is not clear to the campus community how search waivers are being defined, used and granted on this campus. Waivers are viewed as the antithesis to unconstricted or open searches.

This lack of transparency and alignment of practice with stated policy seems to be fueling the faculty concern that search waivers are being used in ways that clearly violate policy. We therefore recommend that the VPAA in collaboration with CAP and CPB provide a detailed assessment of the ways in which search waivers are currently being used and the criteria employed in reviewing each request and that campus websites be updated accordingly to provide greater transparency to the faculty as a whole. An additional component of this recommendation is to also include local unit practices for requesting search waivers as it seems this varies by school and college as well. Finally, the diversity of the search waiver pool with that of full searches should be compared and reported to the campus. There is a strong feeling among faculty that search waivers should be avoided as their use can introduce bias into the hiring process and it would be important to have data to support or refute this concern. Indeed we heard from one faculty member that search waivers in his unit were used to save the cost of a full search. We sincerely hope that is not a driver in the approval of search waivers.

Suggested Process for Moving Forward:

The VPAA and CAP initially provide a clear statement on the ways that search waivers are currently being used and candidates evaluated and that document be reviewed in draft form by CPB. The consistency of these practices with the language of the APM should be addressed. Once a consensus between the administration and the Academic Senate is reached on use of waivers the criteria for search waivers should be updated on campus websites, including a clear description of the process and circumstances under which a search waiver is appropriate. As criteria or practice change it is vital that sites be updated to maintain complete transparency in the use of waivers.

Recommendation 7: Enable commitment to diversity statements to be included in the application process

If recommendation #5 is adopted, a clear campus commitment to diversity will be stated in each position announcement. As a companion to this recommendation we also propose the inclusion of a diversity statement in the application process via Recruit similar to the one used in advancement actions of faculty. We will need to provide examples of the types of commitments that are currently being made by existing faculty as guidance for the type of commitment we are seeking in applicants and provide guidance to departments and review committees on how to interpret such statements. UCSD has just started such a program and uses these statements as part of the evaluation of candidates.

Suggested Process for Moving Forward:

The VPAA should make (or commission) the changes necessary to the Recruit site to enable inclusion of diversity statements as part of the application process. We also suggest that the Committee on Affirmative Action and Diversity develop along with the VPAA examples of current faculty diversity efforts which will both serve as a tribute to the work those faculty are engaged in as well as provide a guideline on the types of service that we enable on campus that applicants may join once they arrive on campus. AA&D should also develop a guide on how to interpret diversity statements and use them in conjunction with other metrics used in identification of the final successful candidate.

POOL EVALUATION

Equally important as advertising broadly and addressing pool composition issues is the development of best practices for evaluation and review of that pool. Schemas or implicit bias have been repeatedly shown to negatively impact equitable review of women and URM faculty. From a policy perspective, our policies do not reinforce implicit bias but nor can they correct for its existence. We view two components to bias that can negatively impact career advancement: the existence of implicit bias or schematic thinking and bias introduced by career trajectory or pedigree.

Schema Abatement

Recommendation 8: Require STEAD training of all search committee and department chairs and ultimately of all faculty engaged in faculty review and evaluation.

The formation of schemas or expectations of behavior of an individual based on their identification as a member of a group are implicit and therefore difficult to ignore. Other institutions have addressed this problem through the targeted training of search and review committees. Indeed a component of this ADVANCE grant is to develop similar training for UCD and the ADVANCE Committee for an Inclusive Campus Climate has developed a training program called STEAD (Strength Through Equity And Diversity) that will be invaluable in the training of search committees in understanding implicit bias in its multiple forms and how it impacts review of applicants.

Suggested Process for Moving Forward:

We support the plan to require all search committee members undergo STEAD training in order to recognize the many forms that implicit bias might take in record review. However we think implicit bias is pervasive throughout the academy and all of its disciplines. Therefore we recommend that we develop mechanisms for the training of all faculty, senate and non-senate, in implicit bias so that we may all serve as agents of change to external bodies to increase more globally awareness of the cultural aspects of disadvantage in our respective disciplines. Further the type of training required

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should involve consultation with the Deans of the respective units. Some Deans expressed a desire to have all departmental faculty trained with less of an emphasis on search committees. The role of the search committee recommendations may vary in weight across the campus.

Recommendation 9: Eliminate valuation of gendered traits in pool evaluation

Gendered traits in this context are defined as traits that are associated with academic success but that are often viewed negatively in women. In their discussion of implicit bias the 2007 NAS report "Beyond Bias and Barriers" notes that assertiveness and single-mindedness are stereotyped as socially unacceptable in women" (http://www.nap.edu/catalog.php?record_id=11741; comment 6, page 4). The report also discusses the evolution of the characteristics of the "ideal" scientist and the gendered basis of such characteristics. The concept of the ideal STEM scholar is often imbued with traits such as excelling at self-promotion, aggressively competitive, stingy with both time and credit given to others, a tough negotiator and dedicated to career as evidenced by a lack of worklife balance. Often these traits when expressed by those groups not normally considered to possess them can be viewed as negative. Similarly if those traits are not expressed by a member of the group thought to possess them that individual can be equally disadvantaged. Evaluation committee training should include recognition of these traits as gendered and not correlated with true impact of scientific discoveries as outlined in the 2007 NAS report "Beyond Bias and Barriers".

Over the past three decades color and gender blind policies and practices have encouraged all STEM students to develop these gendered traits in order to be successful along with the companion efforts to convince review committees to apply valuation of these traits equitably and without gender or ethnic bias. The fact we still have the problem in spite of these decades of effort suggests that a different approach might be needed. Also it is not clear if there is in fact a true correlation between possession and expression of these gendered traits and the innovation and impact of creative activity and research programs and the "inherent nature of science".

Suggested Process for Moving Forward:

This recommendation seeks to truly transform the institution into one of inclusivity that respects and supports differences and diversion from the historical definition of the ideal scientist as so clearly described in "Beyond Bias and Barriers". A joint administrative-Senate- federation task force should be appointed and charged with review of the NAS report, our current operational definitions of the ideal STEM faculty profile, and asked to make recommendations to redefine the ideal STEM faculty member in today's inclusive environment.

Pedigree Bias

Recommendation 10: Include awareness of pedigree bias in current training of chairs and faculty search committees.

A second form of bias that can become a factor in both evaluation of candidates and in reduction of pool size is the placement of a high value on a specific scientific pedigree during the review process. Indeed, responses from some faculty on campus indicate that pedigree is the most important factor considered in hires by their units and they defended that practice as assuring quality of the faculty hire as the pedigree assures a prior screening of accomplishment of the candidate. Faculty also stated that pools are sufficiently diverse even when considering academic pedigree. URM faculty in particular often have non-traditional career paths such as starting at a community college rather than a research institution or having gotten advanced degrees at universities not considered to be top tier even when their record of accomplishment matches that of traditional path candidates. For some positions particularly in narrowly defined sub-specialties the pool may be constricted by a focus on targeted recruitment from a small set of Departments considered to be top in the field. Both of these practices can narrow pool composition unnecessarily.

Suggested Process for Moving Forward:

The VPAA should assess the role of pedigree-targeted advertising in search committee selection for candidates on the short list. The IRR could include statements regarding how the candidate initially found out about the position and the impact of pedigree-targeted advertising on the pool and the selection of the final candidate. This data should be provided in a report given to the Academic Senate and the AA&D committee.

CREATING AND SUSTAINING AN ATTRACTIVE WORKING ENVIRONMENT

The final task in development of a diverse faculty workforce is the creation of an enabling work environment that will be attractive to faculty candidates and create the inclusive, vibrant community that we seek. Two other ADVANCE committees, the Committee for an Inclusive Campus Climate and the Committee for Mentorship and Networking are along with the CAMPOS initiative are developing programs that will be critical to the creation of a highly attractive work environment for URM STEM faculty. We suggest that those programs being created and reports generated by those initiative committees undergo full Senate review. From the policy and practices perspective we offer the following recommendations.

Recommendation 11: Reward mentorship activity in advancement

APM210 includes language specifying the importance of mentorship "mentoring and advising of students or new faculty are to be encouraged and given recognition in the teaching or service categories of academic personnel actions" and "opinions of graduates who have achieved notable professional success since leaving the university" is given as an example of appropriate documentation of mentorship ability. However often such letters are considered as not "arm's length" by reviewing bodies and are

discounted in the review process. Also a concern raised by CAP is the lack of an ability to provide anonymity to a mentee should they wish to provide negative comments in their review of a mentor. This is of course an important concern as the mentor/mentoree relationship extends beyond the time spent under the direct guidance of the mentor. CAP also pointed out the challenges with having any metrics of good mentorship. However the Faculty COACHE survey indicated a strong concern across faculty of a devaluation of mentorship on this campus and rated mentorship as a highly important activity. The ADVANCE Mentoring and Networking Initiative is developing mentorship programs and guidelines to address these and other concerns regarding the quality of and rewards for excellence in mentoring on this campus. Excellence in mentorship at the undergraduate, graduate and postdoctoral levels should also be rewarded.

Suggested Process for Moving Forward:

The *State of the Worlds Science, 2014,* and the articles in Nature and Scientific American derived therefrom cite the critical role played by mentorship in the diversification of the academy. The campus should create a mentorship council comprised of representation from the administration, Academic Senate and Federation to coordinate efforts in mentorship across campus. There are many local mentorship programs as well as those overseen by Undergraduate Council, Graduate Council and the ADVANCE program. The mentorship council should have as a charge clearly defining the breadth and scope of mentorship and establish clear criteria for assessment of effectiveness in mentorship of both our programs and for reviewing bodies. A strong and visible mentorship program and campus commitment is vital in attracting junior faculty to campus.

Recommendation 12: Establish clear policies on expectations of early career workload balance

In some cases reduced junior faculty workloads are part of the negotiation process and as a consequence there is a tendency for expected early workloads to not be equitable across STEM junior faculty. Workload reductions often take the form of reduced service and teaching loads for an initial period of time to allow the faculty member the time needed to develop their area of scholarship. The time demands of establishing a research laboratory and securing funding can indeed be severe. We recommend a uniform policy of workload reduction be developed by the campus and equitably applied to all new junior faculty. We realize it may be easier in some departments to offer reduced workloads without impacting the workload of other faculty and this also needs to be taken into account in the development and implementation of these policies.

Suggested Process for Moving Forward:

Clear unit policies for junior faculty workloads should be developed by each Dean and reviewed by college/unit senate faculty personnel and executive committees.

Policies should then go forward to the Committee on Planning and Budget and the VPAA for review prior to implementation at the unit level.

Recommendation 13: Align University and federal family friendly policies via lobbying of federal granting agencies to institute automatic cost- extensions for parental leave

The inflexibility of timelines of federal grants can negate institutional family friendly policies in those STEM fields where obtention of such grants is critical to establishment of a record of accomplishment. Providing no-cost extensions in cases of parental leave ignores the fact that at UCD the majority of the funding is being used to support the research team not the faculty member and a hiatus in funding will have a negative impact on the individuals with salaries or stipends covered on the grant. It is simply not possible to shut down the entire research enterprise during a parental leave.

Suggested Process for Moving Forward:

The UCD administration should take the lead in urging the UC administration to work with federal granting agencies to develop policies for the fully-funded automatic extension of federal grants for the period of the approved worklife leave. Although family leave policies are largely mandated by state law the federal government should partner in compliance with these polices for federally funded research. Rather than an extension of individual grants which may pose a nightmare of documentation and excessive paperwork, an alternative would be to develop a mechanism by which the funding of this program be included in overhead requests with the funds going to a specific pool to be used to augment grants for parental and other approved leaves mutually agreed to by both the University and the granting agency. We suggest the Committee on Planning and Budget and the Committee on Research along with the VPAA develop a strategy for aligning federal and local leave policy and bring the request forward to the systemwide Committee on Planning and Budget and to the Office of the President respectively for endorsement and review, then for systemwide review as this would need to be a systemwide policy applicable to all individuals funded from research grants.

Recommendation 14: Enhance childcare and caregiver support programs

One factor often raised by faculty with young children as needing attention and improvement is the availability on campus of quality childcare at affordable costs. In fact investment in child care is associated with a positive campus climate and commitment to equitable faculty advancement (Trower, 2013 Success on the Tenure Track: Five Keys to Faculty Job Satisfaction, Chapter 4). While we do have some programs in this area we recommend a review of their effectiveness and availability for faculty in light of Trower's recommendations in this area. She cites the importance of child care facilities locally located (within the school or college) that would be amenable to work schedules of faculty, meaning the potential for extended hours to capture faculty that may need on occasion to leave early to make a meeting off-campus or who may

need to arrive late in order to participate in key networking opportunities such as dinners for invited speakers.

Suggested Process for Moving Forward:

The Committee on Faculty Welfare should review the recommendations in Trower's book and make recommendations specific to our campus based on their findings and the specifics of our local culture for the enhanced provision of child care on campus.

Recommendation 15: Enhance visibility of family friendly policies during recruitment

Faculty expressed confusion over the legalities of discussing family friendly policies with candidates during campus visits. The belief among faculty is that they are not to raise these issues or bring them up with candidates unless directly asked a question, but then how do the candidates become generally informed of our policies and local practices? We agree with the Academic Senate request that Chairs and/or Deans initiate a verbal description of family leave policies in all recruitments regardless of the gender of the candidate and provide information on the location of descriptions of resources available to faculty. This discussion could be included in a broader discussion of UC and UC Davis benefits thus eliminating the need of the applicant to initiate such a discussion.

Recommendation 16: Create a program of faculty career peer advisors

Mentoring is a critical component of both career success and career satisfaction and is highly valued by faculty on the UCD campus as evidenced in our COACHE survey results. Matching faculty with good mentors is a goal of the Mentoring and Networking Initiative but faculty may have questions and issues that they would feel more comfortable bringing up with a knowledgeable individual not part of their normal networks or departments. The creation of Faculty Career Advisors that would function similarly to the current Privilege and Academic Personnel Advisors is suggested. Alternately the charge to the Privilege and Academic Personnel Advisors could be expanded from their current role to include being familiar with mentoring programs available on campuses and other resources needed by faculty.

The committee shall include members both with experience in the privilege and tenure process and in the academic personnel process, and every member shall be experienced in at least one of the processes. Current members of the Committee on Academic Personnel, Faculty Personnel Committees, or the Committee on Privilege and Tenure are ineligible to serve on this committee. Appointments are for one year and may be renewed.

Suggested Process for Moving Forward:

Executive Council should consider the formation of Faculty Career Advisors or expanding the role of the Privilege and Academic Personnel Advisors. In addition the existence of the Privilege and Academic Personnel Advisors should be advertised better and be better known to the faculty that this expertise is available.

Recommendation 17: Create a dual career program

Our current Partner Opportunity Program is important in the recruitment of dual career couples and individuals of a dual career couple and the importance of such programs was highlighted in Trower's Success on the Tenure Track: Five Keys to Faculty Job Satisfaction (2013). However by its very name the POP program reinforces that one spouse is the "leading spouse" career-wise and the other the "trailing spouse". In contrast other campuses with dual career programs do not make valuations of the relative importance of the two careers. This recommendation received significant negative feedback from the perspective that dual career hires have been historically unsuccessful on this campus largely because of lack of flexibility in department resources as discussed under recommendation #1. It is not clear the extent to which dual career offers have been used or have failed on this campus.

Suggested Process for Moving Forward:

The VPAA should prepare a report on the campus success rate with respect to POP offers. A failure in this case is defined as the loss of the top candidate to which an offer was made because a partner could not be accommodated in an acceptable position on campus with particular emphasis on requests for dual faculty appointments. This review should delineate the successes and failures in providing dual career opportunities and define the elements of a successful outcome. Once the data is generated and analyzed, the campus should consider transforming the POP program into a Dual Career program patterned after successful dual career programs on other campuses as described by Trower.

Recommendation 18: Create an online comprehensive faculty handbook

As noted in Do Babies Matter (2013) surveys indicate that a majority of faculty are unaware of institutional family friendly policies and the availability of these programs. Trower also cites in Success on the Tenure Track: Five Keys to Faculty Job Satisfaction (2013) the importance of having a one-stop clearly presented web site with easily searchable and findable policies and practices for every aspect of faculty life. We recommend that resources be provided to the academic senate to create such an on-line faculty handbook that would be easy to navigate present information clearly, and be comprehensive. We suggest this handbook could be loosely patterned after the one at

Stanford (http://facultyhandbook.stanford.edu/) that includes both policy statements akin to our APM but also information on programs available to faculty.

Suggested Process for Moving Forward:

The Executive Committee of the Academic Senate in cooperation with the UCD administration should develop a workable plan for creating a one-stop site that provides a comprehensive faculty guide to campus resources and policies. This would benefit current faculty as well as those considering applying to a position at our institution. Our current practice of scattering such information across administrative web sites requires an in-depth of knowledge of "who does what" not common among new applicants or even among current faculty.

Center for Multicultural Perspectives on Science (CAMPOS)

Mission

To support discovery of knowledge by promoting women in science, starting with Latina STEM scholars, through an inclusive environment that is diversity driven, mentorship grounded, and career success focused. CAMPOS builds on the Chancellor's vision of transforming the University to support women in science, especially Latinas.

Goals

1. To create an internal Blueprint for action in each of the UC Davis STEM schools/department to implement the Chancellor's vision to sustain the institutional change and transformation that supports women in science, focusing on Latinas through collaboration between CAMPOS and ADVANCE subcommittees
2. To build a permanently diverse STEM UC Davis research community that reflects the changing demography of the United States and Global Community
3. To establish community, public, private, government partnerships to permanently sustain CAMPOS

What is a CAMPOS Faculty Scholar?

CAMPOS Faculty Scholars are exceptional scientists in a STEM discipline. They are selected for their transformative thinking, unique perspectives, interdisciplinary approaches, and leadership potential to impact their STEM discipline in profound and enduring ways. Their discoveries, innovations, and technological breakthroughs will contribute to the public good, locally, nationally, and globally. A CAMPOS Faculty Scholar is a role model for future scientists and scholars who share their vision of diversity and inclusion, as key components of the Academy in the 21st Century.

How can CAMPOS Faculty Scholars be nominated and appointed?

Search Committee Chairs and/or Department Chairs may nominate candidates whom have been selected to interview for a UC Davis STEM Academic Senate faculty position if they meet one or more of the review criteria, as described in the CAMPOS Faculty Scholar nomination form.

1. To nominate the candidates, Search Committee Chairs and/or Department Chairs must submit a CAMPOS Faculty Scholar nomination package to camposscholars@ucdavis.edu. The nomination package includes:
    a. The CAMPOS Faculty Scholar nomination form
    b. A pdf of the faculty candidate's dossier (CV, cover letter, statement of research, statement of teaching, publications, teaching interests, transcripts, references)
    c. A letter summarizing any additional salient professional experiences
    d. The faculty position announcement
2. Promising candidates will be forwarded by the CAMPOS Review Committee to the Vice Provost-Academic Affairs, for final decision of selection of CAMPOS Scholars.
3. The CAMPOS Faculty Scholar Award is contingent on the candidate's acceptance of a faculty position, at UC Davis.

1

What does a CAMPOS Faculty Scholar receive?

1. The Initiative will provide $85K/year for 5 years toward salary support
2. A one-time contribution of $6K toward a summer GSR
3. Professional development mentoring through the CAMPOS community
4. A Launch Committee can be created for each CAMPOS Faculty Scholar
    a. Supports early professional integration and development of CAMPOS Faculty Scholars as they begin their careers at UC Davis. The committees typically meet twice per quarter in person or by teleconference, 2-3 months before arrival through the end of the first academic year.
    b. Launch committee includes:
        - A senior faculty member in the new faculty member's department with related research interests
        - Department Chair
        - Senior faculty member from outside the department, in a field related to that of the CAMPOS Faculty Scholar
        - ADVANCE faculty member (convener of the committee meetings)
5. Opportunity to participate in the 15-week Faculty Success Program by the National Center for Faculty Development and Diversity (NCFDD).
    c. The Faculty Success Program is more individually-oriented than the NCFDD Institutional Membership resources (already provided for free by UC Davis) and provides an intense and heavy-accountability structure through which individual faculty engage with the program and learn to implement the skill-sets and techniques that NCFDD teaches through their curriculum.
6. Networking
    a. Opportunity to meet UCD women in science and STEM Scholars monthly at the ADVANCE CAMPOS Cafecitos (coffee breaks)

CAMPOS 2014 CAMPOS Cohort

1. Jacqueline Barlow, College of Biological Sciences-Microbiology and Molecular Genetics
2. Sarah Besky, College of Agriculture and Environmental Sciences-Human Ecology
3. Magdalena Cerda, School of Medicine-Emergency Medicine, Violence Prevention Research Program
4. Cindy Rubio Gonzalez, College of Engineering-Computer Science
5. Lillian Cruz-Orengo, School of Veterinary Medicine-Anatomy, Physiology and Cell Biology
6. Anna La Torre, School of Medicine-Cell Biology and Human Anatomy
7. Mariel Vazquez, College of Letters and Sciences-Math and Physical Sciences-Math

What is a CAMPOS Cafecito?

CAMPOS hosts a series of Cafecitos (coffee breaks) throughout the academic year, for faculty to network and discuss topics relevant to promoting, and sustaining a diverse community of STEM faculty.

CAMPOS Faculty Affiliates Program

The **Center for the Advancement of Multicultural Perspectives on Science (CAMPOS)** is one of the six initiatives of the UC Davis ADVANCE Program (http://ucd-advance.ucdavis.edu/). The CAMPOS Faculty Affiliates Program provides an opportunity for UC Davis faculty to engage with CAMPOS Faculty Scholars in efforts to build diversity within the academic STEM* disciplines and to enhance our campus's academic engagement with underserved communities. All UC Davis faculty (Academic Senate and Academic Federation faculty from STEM and non-STEM disciplines) with an interest in contributing to the CAMPOS mission are encouraged to apply to the CAMPOS Faculty Affiliates Program.

CAMPOS Faculty Affiliates will benefit from:

- Membership in a collaborative community of faculty interested in developing new research, teaching and mentoring methods to support diversity at UC Davis
- Access to mentoring opportunities via the Office of the Vice Provost – Academic Affairs | **Commented [M1]:** This is, for now, NCFDD, right?
- The opportunity to apply for conference travel awards to support professional activities aligned with CAMPOS goals of increasing diversity in STEM (ex: travel to SACNAS, HACU, SHPE, ABRCMS annual meetings)
- Priority consideration for enrollment in ADVANCE/CAMPOS professional development opportunities
  - o grant-writing assistance/workshops
  - o the NCFDD Faculty Success Program

Faculty applications for the CAMPOS Faculty Affiliates Program should include:

1. a cover letter explaining how the applicant's research, teaching, outreach, and mentoring aligns with the CAMPOS mission to support diversity in STEM and increase STEM engagement with underserved communities, including a section that addresses why the applicant would like to become a member of the CAMPOS Faculty Affiliates Program;
2. a PDF of the faculty applicant's current CV.

Application materials should be submitted to the CAMPOS Review Committee (camposscholars@ucdavis.edu). Review of faculty applications will occur on a rolling basis, and notification of selection will usually occur within 2-3 weeks. For general questions about the CAMPOS Faculty Affiliates Program, please contact the ADVANCE program offices at (530) 752-4792 or camposscholars@ucdavis.edu. For more information about the CAMPOS Initiative, contact CAMPOS Founding Director, Professor Mary Lou de Leon Siantz (deleonsiantz@ucdavis.edu) or visit the website at http://ucd-advance.ucdavis.edu/campos.

*STEM disciplines, as defined by the National Science Foundation
Last Updated 11/25/2014

Chancellor's Initiative - CAMPOS Faculty Scholars Nomination Form

The Center for the Advancement of Multicultural Perspectives on Science (CAMPOS) is one of the five initiatives of the UC Davis ADVANCE Program (http://ucd-advance.ucdavis.edu/). The CAMPOS Faculty Scholars Initiative is designed to attract and support a diverse community of tenure-track STEM* faculty on campus, with emphasis on recruiting scholars who will make a significant contribution to diversity through the advancement of Hispanic Women/Latinas and other underrepresented minority (URM) populations in science. The Initiative will provide $85K/year for 5 years toward salary support and a one-time contribution of $6K toward a summer GSR for each CAMPOS Faculty Scholar selected. In addition, CAMPOS Scholars will receive professional development mentoring through the CAMPOS community.

The potential contribution of a candidate to diversity will be evaluated using the review criteria listed on the next page, which are consistent with the University of California Academic Advancement Criteria (**APM 210-1-d**). Search Committee Chairs and/or Department Chairs may nominate candidates that have been selected to interview for a UC Davis STEM Academic Senate faculty position if they meet one or more of the review criteria. Promising candidates will be forwarded by the CAMPOS Review Committee and to the Vice Provost-Academic Affairs, who will make the final decision on selection of CAMPOS Scholars. Gender and ethnicity are not eligibility criteria for inclusion in the CAMPOS Scholars program.

To nominate a faculty candidate as a potential CAMPOS Scholar, please submit:

1. **this nomination form**
2. **a pdf of the faculty candidate's dossier (CV, cover letter, statement of research, statement of teaching, publications, teaching interests, transcripts, references)**
3. **a letter summarizing any additional salient professional experiences**
4. **the faculty position announcement**

   to the CAMPOS Review Committee (camposscholars@ucdavis.edu).

Contact Information

Search Committee Chair: _____ or Search Waiver ☐   Email: _____

Department Chair: _____   Email: _____

Department: _____

Name of Faculty Candidate:_____

Faculty Position #: _____

Date of Campus Interview(s): ____/____/____   ____/____/____   ____/____/____   ____/____/____

(Please see the next page for the list of review criteria.)

*STEM disciplines, as defined by the National Science Foundation
Last Updated 04/24/2014

CAMPOS Scholar Program Review Criteria

Indicate which of the following review criteria (one or more) apply to the CAMPOS Scholar faculty candidate, and indicate where these professional activities and experiences may be found within the attached candidate dossier or cover letter:

___ Is engaged in service with Hispanic Women/Latinas or other underrepresented minority (URM) populations in higher education (dossier pages _____ or cover letter ☐)

___ Understands barriers for women in science (dossier pages _____ or cover letter ☐)

___ Has significant experience teaching and mentoring Hispanic Women/Latinas or other URM students (dossier pages _____ or cover letter ☐)

___ Extends knowledge of how to achieve scholarly success despite challenges as a Hispanic Woman/Latina or other URM (dossier pages _____ or cover letter ☐)

___ Integrates understanding of Hispanic Women/Latinas or other URM populations into research (dossier pages _____ or cover letter ☐)

___ Is committed to research that engages underserved communities, especially Hispanic Women/Latinas (dossier pages _____ or cover letter ☐)

___ Is an effective cross-cultural communicator (dossier pages _____ or cover letter ☐)

___ Shows potential for cross-cultural collaboration (dossier pages _____ or cover letter ☐)

___ Has research interests that contribute to diversity and equal opportunity in higher education (dossier pages _____ or cover letter ☐)

___ Is a President's Postdoctoral Fellowship Recipient

If you have general questions about the CAMPOS Scholar nomination process, please contact the ADVANCE program offices at (530) 752-4792 or camposscholars@ucdavis.edu. For more information about the CAMPOS Initiative, please contact CAMPOS Founding Director, Dr. Mary Lou de Leon Siantz (deleonsiantz@ucdavis.edu) or visit the website at http://ucd-advance.ucdavis.edu/campos.

Dear Colleagues,

You are invited to join Chancellor Katehi and Provost Hexter at a reception to welcome the inaugural Center for the Advancement of Multicultural Perspectives on Science (CAMPOS) Faculty Scholars cohort. Please join the Chancellor and Provost in welcoming them to campus and celebrating their achievements.

CAMPOS Faculty Scholars are exceptional scientists in a STEM discipline. They were selected for their transformative thinking, unique perspectives, interdisciplinary approaches, and leadership potential to impact their STEM discipline in profound and enduring ways. Their discoveries, innovations, and technological breakthroughs will contribute to the public good, locally, nationally, and globally. A CAMPOS Faculty Scholar is a role model for future scientists and scholars who share their vision of diversity and inclusion, as key components of the Academy in the 21st Century.

Thursday, November 13, 2014
3:00–5:00 pm
Gunrock Pub

Beverages and hors d'oeuvres will be served

This event is funded by UC Davis ADVANCE (http://ucd-advance.ucdavis.edu).

Please RSVP by November 7, 2014 at the following link:
http://www.eventbrite.com/e/center-for-multicultural-perspectives-on-science-welcome-reception-tickets-13930100305

We hope to see you there!

Kind regards,

Mary Lou de Leon Siantz, PhD RN FAAN

CAMPOS Founding Director

Professor of Nursing

ADVANCE website: http://ucd-advance.ucdavis.edu<http://ucd-advance.ucdavis.edu/
CAMPOS webpage: http://ucd-advance.ucdavis.edu/campos

Promoting Latina Scientists

By Mary Lou de Leon Siantz

Chancellor Linda Katehi is working to lead institutional transformation aimed at increasing the numbers of faculty women, especially Latinas, who are pursuing careers in the STEM disciplines of science, technology, engineering, and mathematics at the University of California Davis. Although Latinas comprise almost seven percent of the U.S. population between the ages of 25 to 44, they receive less than three percent of STEM PhD's, and are less likely to advance to senior university professorial and leadership ranks. Chancellor Katehi seeks to improve these numbers through institutional transformation and by making UC Davis a destination campus for Latina STEM scholars under the ADVANCE program, funded by the National Science Foundation.

Chancellor Linda Katehi

Program goals include building a vibrant, welcoming, and diverse STEM research community; establishing an institution-wide and inclusive STEM climate that values diversity; promoting equitable STEM academic career advancement of women in science, especially Latinas; and understanding the barriers to academic careers and catalysts for career success for Latinas in STEM. Implementation of these goals is occurring through a number of campus ADVANCE programs championed by Chancellor Katehi, including the Social Science Research Initiative, which is investigating barriers to success and institutional structures, cultural factors, resources, and processes that facilitate the inclusion and success of women and Latinas in academic STEM careers.

As UC Davis faculty-led ADVANCE initiatives begin to transform university culture and practices around recruitment, retention, and promotion of Latina, women and other under-represented STEM faculty, the chancellor also has her eye on long-term goals. Those include visible and substantial impacts on STEM innovation, increased contributions to solving complex global challenges, and measurable improvement in the gender, cultural, and ethnic diversity of the U.S. STEM workforce. At UC Davis, particular emphasis will be in engineering, biological science, and agricultural sciences, which are strong contributors to the nation's scientific and technological innovations and the STEM pipeline.

Another integral part of the ADVANCE strategy at UC Davis is known as CAMPOS - The Center for the Advancement of Multicultural Perspectives on Science. CAMPOS is a research center designed to attract and support women in STEM, with emphasis on Latina tenure-track faculty scholars. Its mission is to support discovery of knowledge by promoting women in science through an inclusive environment that emphasizes and values diversity and mentorship. This novel approach, focused on building successful STEM research programs of diverse faculty participants, represents a next, important step in the evolutionary transformation and diversification of STEM faculties.

At the heart of CAMPOS is a group of exceptional scientists, the CAMPOS Faculty Scholars. They are selected for transformative thinking, unique perspectives, interdisciplinary approaches, and leadership potential to have an impact on their respective STEM discipline in profound and enduring ways. In addition to strong research backgrounds, all CAMPOS faculty scholars have demonstrated professional commitment to outreach, teaching and mentoring of diverse students. The development of the CAMPOS community and leadership of the CAMPOS Faculty Scholars will be essential in shaping a campus climate that values diversity and inclusion as key components of research, teaching and excellence in the 21st Century.

UC DAVIS
UNIVERSITY OF CALIFORNIA

The CAMPOS mission emphasizes spurring research productivity and collaboration. It builds upon several well-established principles. These include predictors of academic success and advancement in STEM disciplines at major research universities with focus on building a vibrant and well-funded research program. CAMPOS links clusters of new faculty hires with more senior collaborators and mentors to help establish strong professional networks and tap into resources such as grant-writing workshops that will accelerate academic careers.

Research has shown that faculty from underrepresented groups may experience feelings of isolation and a lack of professional mentoring in home departments. CAMPOS serves as a resource for Latina STEM faculty and other underrepresented faculty groups that seek to expand campus resource networks across all phases of career advancement. For Latinas, research approaches are often tied to cultural experiences and identity; these multicultural perspectives on STEM tend to go unappreciated and are often seen as a detriment, rather than an asset in STEM departments. CAMPOS values marginalized faculty as successful research scientists, while helping to drive the permanent transformation of academic climates within STEM disciplines and departments toward greater diversity, inclusiveness and community by helping to overcome perceived difference and isolation among women STEM scientists and underrepresented groups.

Mary Lou de Leon Siantz

A key component of the CAMPOS mission is to not only reflect the Hispanic communities that UC Davis serves, but to also provide role models who will promote discovery in partnership with local communities and develop pipeline initiatives responsive to community needs in STEM science. Additional community partnerships are already being developed with a Border STEM network initiative that includes the University of Texas Pan American, the University of Texas El Paso, the University of Arizona, New Mexico State University and UC Davis. This network seeks to expand community engagement that is responsive to the STEM needs of local, regional, and national Hispanic communities through the development of collaborative multi-site projects in these universities. It will also increase mutual support and recognition of the Latina STEM faculty scholars who will be leading the research enterprise at these universities.

Leading institutional transformation through the ADVANCE/CAMPOS program at UC Davis, Chancellor Linda Katehi epitomizes what it takes to promote diverse women in science in the 21st Century. She has a vision for the future, courage to take charge, commitment to the excellence that diversity brings to the scientific community, especially to UC Davis. She has a broad perspective and an ability to engage with all scholarly communities that she champions: diverse women in science, the faculty senate, alumni, students and the various communities that they represent.

Mary Lou de Leon Siantz is the founding director of CAMPOS.

Latina scientists recognized as CAMPOS scholars

By Andy Fell
From page A1 | November 11, 2014 |
The Davis Enterprise

UC Davis, is building a core of Latina faculty in science, technology, engineering, social sciences and math to educate and inspire a new generation of Californians.

"There is a dearth of Latina STEM scientists in the nation, so the implications of having a critical mass at UC Davis are huge," said Marylou de Leon Siantz, professor at the Betty Irene Moore School of Nursing and founding director of the Center for Advancing Multicultural Perspectives on Science, part of the ADVANCE initiative at UCD.

Seven faculty members recently recruited to UCD have been named as CAMPOS scholars and will be honored at a public event Thursday, Nov. 13, at 3 p.m. at the Gunrock Pub on campus. Mexican Consul-General Carlos Gutierrez will be represented and members of the state Legislature's Hispanic caucus have been invited to the event.

The five to be recognized are:

* Anna La Torre, assistant professor in the department of cell biology and human anatomy in the School of Medicine;
* Cindy Rubio Gonzalez, assistant professor in the department of computer science in the College of Engineering;
* Jacqueline Barlow, assistant professor in the department of microbiology and molecular genetics in the College of Biological Sciences;
* Lillian Cruz-Orengo, assistant professor in the department of anatomy, physiology and cell biology in the School of Veterinary Medicine; and
* Professor Mariel Vazquez in the department of mathematics in the College of Letters and Science.

Another two researchers, Sarah Besky and Magdalena Cerda, have been recruited under the program and soon will start at the department of human ecology in the College of Agricultural and Environmental Sciences, and at the Violence Prevention Research Program in the department of emergency medicine at the School of Medicine, respectively.

The CAMPOS scholars were selected for their transformative thinking, unique perspectives, interdisciplinary approaches and leadership potential to impact their discipline in profound and enduring ways.

Innovation in science and engineering is vital to the U.S. economy, and college graduates in STEM subjects are in high demand for these careers. Yet many young people remain reluctant to enter fields that require a background in science, technology, engineering or math, because of lack of knowledge, lack of role models or poor preparation. A 2006 survey found that Hispanic women make up just 1 percent of the U.S. science and engineering workforce.

"The link between diversity and innovation is an important concern to higher education, because it impacts efficiency and innovation," de Leon Siantz said. "Managing diverse workforces, multinational teams and cross-cultural communication have become a necessity of the global marketplace."

ADVANCE is an institutional program, launched by Chancellor Linda Katehi in 2012 with a grant from the National Science Foundation, to increase the participation of women in STEM careers. CAMPOS, part of the ADVANCE program, aims to attract women and Latina experts in science, engineering and math to UCD by offering a support network of mentorship and resources.

The initiative plans to add a total of 16 CAMPOS scholars as UCD hires more faculty under the university's 2020 plan, de Leon Siantz said. The hires follow the same recruitment process and have to meet the same standards as other professors. Once appointed, they have access to mentorship and resources to help them establish their careers.

Latina women are a double minority in academia, de Leon Siantz noted. Apart from barriers based on sex, Latinas who want to pursue a career in science or engineering may face language challenges and frequently come from backgrounds poor in science and math, she said.

The CAMPOS scholars at UC Davis will be role models for young women in the community, de Leon Siantz said.

"It's critical to have a faculty that looks like the student body," she said.

De Leon Siantz's own parents emigrated to the United States from Mexico, and her research focuses on health and education in adolescent Hispanic immigrants. Recently, she's worked with girls migrating between Guadalajara and the San Joaquin Valley.

She credited Katehi with having the vision to drive initiatives to increase diversity.

"I've never been at a university with such potential as we have with this chancellor," she said. "We are becoming a model for the nation."

Since 2009, UCD has increased the percentage of women among ladder-rank faculty from 29 to 33 percent. This year's incoming class was the most diverse in the university's history, with 22.4 percent of freshman and transfer students identifying as Hispanic. UCD has a goal of becoming a designated Hispanic Serving Institution by 2018.

— UC Davis News

http://www.davisenterprise.com/local-news/latina-scientists-recognized-as-campos-scholars/

Securing your first faculty position: Keys to successful interviewing

Sponsored by:

NSF ADVANCE & CAMPOS Programs,

University of California, Davis

http://ucd-advance.ucdavis.edu/

1

Presenters:

- Manuel Calderón de la Barca Sánchez, PhD and Professor of Physics, UC Davis.

- Mary Lou de Leon Siantz, PhD RN FAAN and Professor at the Betty Irene Moore School of Nursing, UC Davis.

- Karen McDonald, PhD and Professor of Chemical Engineering and Materials Science, UC Davis.

- Raymond L. Rodríguez, PhD and Professor of Molecular and Cellular Biology, UC Davis

- Maggie Werner-Washburne, PhD and Regents' Professor in the Department of Biology, University of New Mexico (UNM)

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Workshop Objectives:

- To empower participants with the knowledge, skills and best practices needed to navigate the academic interview process from start to finish.

- Topics to be covered include:
  - Preparing an application that can put you on the shortlist
  - Preparing for the demands and expectations of the in-person interview
  - Similarities/differences in the interview process for different STEM disciplines
  - Effective post-interview follow up including how to respond to the offer

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Workshop Organization

- 1. **Making the shortlist:**
  - 1a. Preparing clear and accurate curriculum vitae (CV)
  - 1b. Preparing a research statement that informs and inspires
  - 1c. Preparing a compelling teaching statement
  - 1d. Preparing an effective cover letter
  - 1e. Securing letters of recommendation
- 2. **The interview process:**
  - 2a. Interview "0" (the virtual interview)
  - 2b. Interview "1" (the first in-person interview)
  - 2c. Interview "2" (the call-back, in-person interview)
  - 2d. Preparing for the demands and expectations of the interview
- 3. **Follow-up and response to letters (emails):**
  - 3a. The courtesy letter
  - 3b. The rejection letter
  - 3c. The offer

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1. Making the shortlist!

1a. Preparing an accurate and effective curriculum vitae (CV)

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1a. Preparing an accurate and effective CV

- Your curriculum vitae **is the story of your professional life**
- Shows the search committee (SC):
  - Your educational history
    - if appropriate, the title of your Ph.D. thesis
  - Where you have done your research
  - Your mentors
  - The titles of your various research projects
  - Your papers and presentations
  - A very brief summary of your research
  - Teaching experience
    - Indicate institutions, dates, courses, level of responsibility
  - Awards, scholarships/fellowships, research funding
  - Names of 2-5 references (Academics who know you well)
- The CV, however, is *not* a resume or research statement.

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1a. Preparing the CV cont.

- Make it easy for the SC to review your CV
- For most SCs, your **list of publications is key**
- Identify or sort your publications as follows
  - High impact articles vs. lower impact articles
  - Primary research vs. review articles
  - Peer review vs. non-peer reviewed articles
  - Listing articles in reverse chronology is helpful but not mandatory

Publications

Conferences
Journal Articles
Proceedings

What are academic employers looking for?

- You have the relevant skills and qualifications for the job.

- Given your career stage, your achievements are reasonable.

  - Explain any career changes & time spent out of the academic path

- You have teaching experience, preferably across a wide range

- You have developed a central position for yourself in your field

- Good publication record.

  - Will you continue to make contributions to the field?

- Success in obtaining funding.

- First impressions matter!

  - Committees see many CVs, might only spend a minute on yours

  - Make every effort make yours easily readable and error free

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1b. The Research Statement

1b. The Research Statement

- Purpose:

  - to guide the SC through the evolution of your research,

  - to highlight your research accomplishments,

  - to show where your research will be taking you next: Your vision

- How will you, your research, your teaching benefit the institution to which you're applying.

  - Discuss grants you expect you can pursue (or have obtained)

  - Faculty collaborations:

    - Know who is in the department and is a potential collaborator

  - How will you involve students in your research

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1b. Research Statement Questions

1. What got you interested in this line of research?

2. What was the burning question you are trying to answer?

3. What challenges did you encounter along the way, and how did you overcome these challenges?

4. Why is your research important within your field?

5. How can your research be applied to solve larger societal or global problems?

6. What direction will your research take you in next, and what are the new questions?

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The Research Statement: 3 Things Search Committees (SC) want to see.

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Research Statement: 3 things SC want to see!

1. Summary:
   - SCs are often overwhelmed with 100's of applications
   - Start with a brief summary, key bullet points (like a grant proposal).
   - Engage the interest of the SC quickly.
     - This helps your SC advocate to champion your application at SC meetings.
2. Paint a clear picture of what you have done *and* what you will do over the next 5-10 years.
   - Plan must fit with the immediate and long-range research needs of the department or college, as stated in the job description
3. Show your awareness of funding opportunities.
   - Know the names of appropriate funding agencies and their programs

The Research Statement: 3 Things Search Committees (SC) don't like to see!

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Research Statement: 3 things SCs don't like to see!

1. Long, rambling statements that fail to clearly communicate your research hypothesis, short term objectives and long-term goals.
   - SC member should not have to read to the end of your statement to get the importance of your research and your ability to conduct it.
2. Inadequate description of your methodologies and technologies and why they are necessary to advance your research.
3. No long-range vision of where your research will lead, how it will advance the field and benefit society.
4. No explanation why <u>you</u> are the right person for this position

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1c. The Teaching Statement

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1c. Teaching Statement

- In 2005, a search on HigherEdJobs.com revealed that of the 1,000 ads for faculty jobs, 64% requested teaching statements

- Today, requests for teaching statements are commonplace

- Send strong message **that institutions regard teaching as key** to their missions.

- Demonstrate that you have reflected seriously about
  - educational experiences
  - teaching methods
  - relationship between your research and your teaching

- Discuss courses you are interested in developing.

- Can be the difference between making the shortlist or falling off of it.

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Teaching statement do's and don'ts

- Don'ts:
1. Don't rehash your CV.
   - Instead, demonstrate that you are well prepared to "hit the ground running" in terms of teaching.
2. Don't pontificate:
   - Describing your "Philosophy of teaching" should not lead you to adopt a dry or pedantic language.
   - Avoid empty, excessively abstract philosophical generalizations.
3. Don't be generic:
   - Tailor your teaching statement to the department and college you're applying to.
   - Demonstrate that you understand what the department expects of you.
   - A "bulk mail" approach to a job search is a recipe for failure.
- Do's:
1. Consider this an opportunity to sell yourself.
2. Connect your teaching and your research.
3. Remember, your statement is a writing sample.

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The Teaching Statement: 3 Things Search Committees (SC) do want to see.

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Teaching Statement: 3 things SC want to see!

1. Willingness to teach large introductory courses.
    - You should know relevant courses by name and number
2. Ability to contribute to, and develop curricula for, courses in needed areas of specialization
3. Awareness of opportunities afforded by modern teaching methods
    1. Technology: power point, podcasting, clickers, document management tools, eTextbooks, videos, online instructional tools, electronic grading, etc.
    2. Methods: peer instruction, flipped classrooms, etc.

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3 Things that really annoy

Search Committees

3 things that really annoy search committees!

1. Typos — there should be none.
   - Typos suggest that you haven't investing the time and attention to produce a document of high quality
2. Lack of succinctness and inability to get to the point
3. Poorly constructed sentences and paragraphs
   - A candidate's logic and reasoning abilities are judged on the basis of his or her writing skills.

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1d. Your Cover Letter

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1d. The Cover Letter

- Typically 1 to 2 pages that provides a personal introduction to you and your application

- Explains why you are interested in the position, department and university

- Draws attention to your strengths and sheds a new light or emphasizes certain highlights in your application not found in your CV, research or teaching statements

- Sparks interest in the reader

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The Cover Letter:

3 Things Search

Committees (SC) want to

see.

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1. Clear, concise and well-written personal explanation of why you are interested in the position and why it is a good fit for both you and the department.

2. Indication that you have "done your homework"

3. Explanation of anything unusual in your application

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The Cover Letter: 3 Things Search Committees (SC) don't like to see!

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The Cover Letter: 3 things SCs don't like to see!

1. Poorly proofread letter with typos, sections that are clearly intended for another application, etc.
2. Repetition of what is in your statements and CV rather than providing context for them
3. Impersonal letters that lack passion and vision

1e. Securing letters of recommendation

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1e. Letters of Recommendation

- Cultivate professional relationships with people who have strong reputations in the field, write detailed letters and follow through
- Good letters are 1 to 2 pages from people who know you and your work
- Make it **easy** for your recommender to write a strong letter by providing:
  - An updated CV, research statement, teaching statement
  - The job description
    - Ask if they have any insights or knowledge about the position, department or university
  - Your draft cover letter or a brief written statement of why you want the position and what makes you uniquely qualified for it
  - Bullet points of your accomplishments and strengths related to the position
  - If they ask you to draft the letter have someone else review/edit it
- Don't be shy about politely badgering your recommenders
- Pick recommenders who can comment on different aspects of your application
- Be aware of differences in style between US and international writers

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1e.Letters of Recommendation:

3 Things Search Committees (SC) like and don't like to see!

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1e. Letters of Recommendation

- **What SCs like to see:**

1. Strong supportive letters from respected academics in the field
   - Detailed letter with specific examples to back up statements
   - Someone who knows you personally, has read your publications and heard you present your work
2. Comparisons of your record with other young investigators at a similar stage in their career
3. Validation of the proposed research, funding opportunities, etc

- **What SCs don't like to see:**

1. One paragraph letters that don't say anything substantive
2. Letters that come in late
3. Letters that over-embellish

Questions, Answers and Discussion

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2. The Interview Process

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The World's Worst Interviewer

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2a. Interview "0": Webcam (Skype)

1. Webcam (Skype) interviews are becoming increasingly popular for narrowing the applicant pool and creating the shortlist.

2. You must be proficient with this technology

3. Adhere to the interview guidelines (e.g., do not exceed the time limit)

4. Know how to run your power point with the webcam.

- Candidate interviews are typically 2-day affairs that involve:
  - One-on-one interviews with faculty and administrators
  - Group meetings with graduate students and postdoctorals
  - Group lunches and dinners with a small number of key faculty members
  - A morning or afternoon research seminar
  - Informal chalk talk with faculty

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I don't always do my homework
But when I do, I make sure to post about it on Facebook.

- Do your homework:
  - Show interest in the interviewer's research and teaching
    - This can only be done if you've done your homework
  - Create a binder of dossiers on each faculty member in the department
  - Include bios, courses they teach and recent research articles
  - Be enthusiastic

2c. Interview "2": The call-back interview

- The "call back" is the most important of the three interviews:
  - Only the top candidate is invited
  - This is a recruitment opportunity for the department
  - Although an offer is typically not made during this interview, it is implicit that one will be made (if all goes well)
  - Frequently, you are shown lab and office space
  - The candidate's spouse or partner will also be invited
  - The department is recruiting your spouse or partner as well
  - It is important that the department know about any specific needs or questions your spouse or partner may have about about your position (e.g., health benefits, leave, vacation time etc.) and the community (e.g., schools, hospitals, the arts, sports, transportation etc.)
  - The ride to the airport is important. Frequently, the host will articulate the department's high level of excitement and enthusiasm for you and that you should expect an offer letter soon

2d. Preparing for the demands and expectations of the interview

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2d. Interview "1": The demands and expectations

- Interviews can be extremely demanding, physically, mentally and emotionally:

  - It is essential that you prepare for the interview experience as you might prepare for a marathon.

  - Prepare your research seminar well in advance and be ready for lots of tough but honest questions.

  - Be well rested for your 12 hour day.

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2d. "Supermom": A case study in determination and stamina

- Shortlist candidate received phone call from SC inviting her to an interview. Candidate informed the SC that she has a 3-week old baby but could make the interview in a few weeks.

- Supermom candidate arrives at the interview with husband and baby in tow. Supermom given 30 min. breaks to pump breast milk.

- Candidate has a successful two days of interviews, presentations and discussions with faculty, students and administrators.

- Supermom is offered

  the position.

2d. Differences in Interviewing by discipline:

- **Life Science**:
  - Webcam interviews
  - First in-person interview
  - One-on-one interviews with faculty
  - Meeting or lunch with grad students and or postdocs
  - Formal research seminar on first day
  - Dinner with SC members and other key faculty
  - Informal chalk talk on second day
  - Meeting with administrators (chairs and deans)
  - Ride to the airport

- **Engineering**:
  - First in-person interview
  - One-on-one interviews with chair and key faculty
  - Interactive meetings with small groups of faculty
  - Tour of relevant shared facilities
  - Meeting or lunch with grad students and/or postdocs
  - Formal research seminar
  - Breakfast(s) and dinner(s) with SC members and other key faculty
  - Meeting with administrators (Assoc. Deans and Dean)

- **Physics/Math/Chemistry**:
  - Webcam interviews
  - First in-person interview
  - One-on-one interviews with faculty
  - Meeting with grad students and or postdocs
  - Lunch with SC and key faculty
  - Formal research seminar on first day
  - Dinner with SC members and other key faculty
  - Meeting with administrators (chairs and deans)

Questions, Answers and Discussion

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3. Follow-up and the "Offer"

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1. Courtesy email from candidate:

- A polite and considerate email from the candidate thanking the host and key faculty for their time is expected. You should also indicate that you look forward to further communication with the department.

2. Rejection Letter:

- "Thank you for your interest in the faculty position in our department. We received many excellent applications this year. I regret to inform you that after careful review, your application was not selected."

3. The Offer

- Your offer letters may come months after the phone call from the department chair offering you the position. In this call, the chair will outline the department's initial offer in terms of faculty rank, step and startup package. ***Now the negotiations begin!***

- Things candidates negotiate:
  - ✓ Start date and teaching schedule
  - ✓ Start up package (summer salary, graduate student/postdoc support, equipment, instrumentation and a room to put them in, subsidies for animal facilities and care)
  - ✓ Moving expenses, immigration expenses
  - ✓ Partner Opportunities Program (POP): a position for your spouse or partner
  - ✓ Housing assistance: a loan or partial down payment for your first home (e.g., Mortgage Origination Program (MOP))
  - ✓ Salary
  - ✓ Higher step (e.g., Asst. Prof. III instead of II)

Tenure

— the end of the pipeline

Resources and References

- Teaching Statement: http://chronicle.com/article/How-to-Write-a-Statement-of/45133/
- Research Statement: http://www.vpul.upenn.edu/careerservices/writtenmaterials/researchstatements.php
- COACh-the-COAChes: http://coach.uoregon.edu/coach/index.php?id=65

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- Geri Richmond, Presidential Chair and Professor of Chemistry, University of Oregon
- COACh-the-COAChes Workshop, Fall ACS Meeting
- COACh-the COAChes Funding Agencies: U.S. Dept of Energy, Basic Energy Sciences, National Science Foundation, National Institutes of Health

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Questions, Answers and Discussion

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Securing your first faculty position: Keys to successful interviewing

Sponsored by:

NSF ADVANCE & CAMPOS Programs,

University of California, Davis

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Presenters:

- Manuel Calderón de la Barca Sánchez, PhD and Professor of Physics, UC Davis.

- Mary Lou de Leon Siantz, PhD RN FAAN and Professor at the Betty Irene Moore School of Nursing, UC Davis.

- Karen McDonald, PhD and Professor of Chemical Engineering and Materials Science, UC Davis.

- Raymond L. Rodríguez, PhD and Professor of Molecular and Cellular Biology, UC Davis

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  - 2a. Interview "0" (the virtual interview)
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  - 2c. Interview "2" (the call-back, in-person interview)
  - 2d. Preparing for the demands and expectations of the interview
- **3. Follow-up and response to letters (emails):**
  - 3a. The courtesy letter
  - 3b. The rejection letter
  - 3c. The offer

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1. Making the shortlist!

1a. Preparing an accurate and effective curriculum vitae (CV)

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1a. Preparing an accurate and effective CV

- Your curriculum vitae **is the story of your professional life**
- Shows the search committee (SC):
  - Your educational history
    - if appropriate, the title of your Ph.D. thesis
  - Where you have done your research
  - Your mentors
  - The titles of your various research projects
  - Your papers and presentations
  - A very brief summary of your research
  - Teaching experience
    - Indicate institutions, dates, courses, level of responsibility
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  - Names of 2-5 references (Academics who know you well)
- The CV, however, is *not* a resume or research statement.

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- Identify or sort your publications as follows
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What are academic employers looking for?

- You have the relevant skills and qualifications for the job.
- Given your career stage, your achievements are reasonable.
  - Explain any career changes & time spent out of the academic path
- You have teaching experience, preferably across a wide range
- You have developed a central position for yourself in your field
- Good publication record.
  - Will you continue to make contributions to the field?
- Success in obtaining funding.
- First impressions matter!
  - Committees see many CVs, might only spend a minute on yours
  - Make every effort make yours easily readable and error free

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1b. The Research Statement

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1b. The Research Statement

- Purpose:
  - to guide the SC through the evolution of your research,
  - to highlight your research accomplishments,
  - to show where your research will be taking you next: Your vision
- How will you, your research, your teaching benefit the institution to which you're applying.
  - Discuss grants you expect you can pursue (or have obtained)
  - Faculty collaborations:
    - Know who is in the department and is a potential collaborator
  - How will you involve students in your research

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1b. Research Statement Questions

1. What got you interested in this line of research?

2. What was the burning question you are trying to answer?

3. What challenges did you encounter along the way, and how did you overcome these challenges?

4. Why is your research important within your field?

5. How can your research be applied to solve larger societal or global problems?

6. What direction will your research take you in next, and what are the new questions?

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1c. The Teaching Statement

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1c. Teaching Statement

- In 2005, a search on HigherEdJobs.com revealed that of the 1,000 ads for faculty jobs, 64% requested teaching statements

- Today, requests for teaching statements are commonplace

- Send strong message **that institutions regard teaching as key** to their missions.

- Demonstrate that you have reflected seriously about
  - educational experiences
  - teaching methods
  - relationship between your research and your teaching

- Discuss courses you are interested in developing.

- Can be the difference between making the shortlist or falling off of it.

Teaching statement do's and don'ts

- Don'ts:
1. Don't rehash your CV.
   - Instead, demonstrate that you are well prepared to "hit the ground running" in terms of teaching.
2. Don't pontificate:
   - Describing your "Philosophy of teaching" should not lead you to adopt a dry or pedantic language.
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   - A "bulk mail" approach to a job search is a recipe for failure.
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2. Connect your teaching and your research.
3. Remember, your statement is a writing sample.

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1. Willingness to teach large introductory courses.

   - You should know relevant courses by name and number

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1d. Your Cover Letter

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1d. The Cover Letter

- Typically 1 to 2 pages that provides a personal introduction to you and your application

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- Sparks interest in the reader

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The Cover Letter:

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1e. Letters of Recommendation:

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1e. Letters of Recommendation

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3. Validation of the proposed research, funding opportunities, etc

- **What SCs don't like to see:**

1. One paragraph letters that don't say anything substantive
2. Letters that come in late
3. Letters that over-embellish

Questions, Answers and Discussion

http://ucd-advance.ucdavis.edu/

2. The Interview Process

http://ucd-advance.ucdavis.edu/ 12/1/2014

The World's Worst Interviewer

http://ucd-advance.ucdavis.edu/

2a. Interview "0": Webcam (Skype)

1. Webcam (Skype) interviews are becoming increasingly popular for narrowing the applicant pool and creating the shortlist.

2. You must be proficient with this technology

3. Adhere to the interview guidelines (e.g., do not exceed the time limit)

4. Know how to run your power point with the webcam.

http://ucd-advance.ucdavis.edu/

12/1/2014

2b. Interview "1": The first in-person interview

- Candidate interviews are typically 2-day affairs that involve:
  - One-on-one interviews with faculty and administrators
  - Group meetings with graduate students and postdoctorals
  - Group lunches and dinners with a small number of key faculty members
  - A morning or afternoon research seminar
  - Informal chalk talk with faculty

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I don't always do my homework
But when I do, I make sure to post about it on Facebook.

- Do your homework:
  - Show interest in the interviewer's research and teaching
    - This can only be done if you've done your homework
  - Create a binder of dossiers on each faculty member in the department
  - Include bios, courses they teach and recent research articles
  - Be enthusiastic

2c. Interview "2": The call-back interview

- The "call back" is the most important of the three interviews:
  - Only the top candidate is invited
  - This is a recruitment opportunity for the department
  - Although an offer is typically not made during this interview, it is implicit that one will be made (if all goes well)
  - Frequently, you are shown lab and office space
  - The candidate's spouse or partner will also be invited
  - The department is recruiting your spouse or partner as well
  - It is important that the department know about any specific needs or questions your spouse or partner may have about about your position (e.g., health benefits, leave, vacation time etc.) and the community (e.g., schools, hospitals, the arts, sports, transportation etc.)
  - The ride to the airport is important. Frequently, the host will articulate the department's high level of excitement and enthusiasm for you and that you should expect an offer letter soon

2d. Preparing for the demands and expectations of the interview

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2d. Interview "1": The demands and expectations

- Interviews can be extremely demanding, physically, mentally and emotionally:

  - It is essential that you prepare for the interview experience as you might prepare for a marathon.

  - Prepare your research seminar well in advance and be ready for lots of tough but honest questions.

  - Be well rested for your 12 hour day.

2d. "Supermom": A case study in determination and stamina

- Shortlist candidate received phone call from SC inviting her to an interview. Candidate informed the SC that she has a 3-week old baby but could make the interview in a few weeks.

- Supermom candidate arrives at the interview with husband and baby in tow. Supermom given 30 min. breaks to pump breast milk.

- Candidate has a successful two days of interviews, presentations and discussions with faculty, students and administrators.

- Supermom is offered
  the position.

2d. Differences in Interviewing by discipline:

- **Life Science**:
  - Webcam interviews
  - First in-person interview
  - One-on-one interviews with faculty
  - Meeting or lunch with grad students and or postdocs
  - Formal research seminar on first day
  - Dinner with SC members and other key faculty
  - Informal chalk talk on second day
  - Meeting with administrators (chairs and deans)
  - Ride to the airport

- **Engineering**:
  - First in-person interview
  - One-on-one interviews with chair and key faculty
  - Interactive meetings with small groups of faculty
  - Tour of relevant shared facilities
  - Meeting or lunch with grad students and/or postdocs
  - Formal research seminar
  - Breakfast(s) and dinner(s) with SC members and other key faculty
  - Meeting with administrators (Assoc. Deans and Dean)

- **Physics/Math/Chemistry**:
  - Webcam interviews
  - First in-person interview
  - One-on-one interviews with faculty
  - Meeting with grad students and or postdocs
  - Lunch with SC and key faculty
  - Formal research seminar on first day
  - Dinner with SC members and other key faculty
  - Meeting with administrators (chairs and deans)

Questions, Answers and Discussion

http://ucd-advance.ucdavis.edu/

3. Follow-up and the "Offer"

http://ucd-advance.ucdavis.edu/

1. Courtesy email from candidate:

   - A polite and considerate email from the candidate thanking the host and key faculty for their time is expected. You should also indicate that you look forward to further communication with the department.

2. Rejection Letter:

   - "Thank you for your interest in the faculty position in our department. We received many excellent applications this year. I regret to inform you that after careful review, your application was not selected."

3a,b,c. Follow-up

3. The Offer

- Your offer letters may come months after the phone call from the department chair offering you the position. In this call, the chair will outline the department's initial offer in terms of faculty rank, step and startup package. ***Now the negotiations begin!***

- Things candidates negotiate:
  - ✓ Start date and teaching schedule
  - ✓ Start up package (summer salary, graduate student/postdoc support, equipment, instrumentation and a room to put them in, subsidies for animal facilities and care)
  - ✓ Moving expenses, immigration expenses
  - ✓ Partner Opportunities Program (POP): a position for your spouse or partner
  - ✓ Housing assistance: a loan or partial down payment for your first home (e.g., Mortgage Origination Program (MOP))
  - ✓ Salary
  - ✓ Higher step (e.g., Asst. Prof. III instead of II)

Tenure

— the end of the pipeline

Resources and References

- Teaching Statement: http://chronicle.com/article/How-to-Write-a-Statement-of/45133/
- Research Statement: http://www.vpul.upenn.edu/careerservices/writtenmaterials/researchstatements.php
- COACh-the-COAChes: http://coach.uoregon.edu/coach/index.php?id=65

Acknowledgments

- National Science Foundation, ADVANCE IT award HRD 1209325
- Frederick Chedin, Professor, Department of Molecular & Cellular Biology
- Richard Michelmore, Professor and Director UC Davis Genome Center
- Priscilla Lewis, COACh Program, University of Oregon
- Geri Richmond, Presidential Chair and Professor of Chemistry, University of Oregon
- COACh-the-COAChes Workshop, Fall ACS Meeting
- COACh-the COAChes Funding Agencies: U.S. Dept of Energy, Basic Energy Sciences, National Science Foundation, National Institutes of Health

Questions, Answers and Discussion

http://ucd-advance.ucdavis.edu/

HACU 13th Annual Latino Higher Education Leadership Institute
Sheraton Denver Downtown Hotel
Windows (Second Level); Tower Building
Saturday, October 4, 2014

Workshop 1: UC Davis Institutional Transformation: Diversifying the STEM Academy Starting with Latinas

Facilitator: Raymond L. Rodriguez, Ph.D. Professor, Department of Molecular and Cellular Biology, College of Biological Science, and Co-PI for the NSF ADVANCE/CAMPOS Initiative at the University of California, Davis

Making the case for diversifying the STEM Academy — starting with Latinas:

- Why do we need to diversify faculty in the STEM disciplines?
- How do we diversify the academy with Latinas?
- What does "institutional transformation" mean?
- What key elements are needed to transform an institution?
- What are the metrics for success?
- How is institutional transformation sustained?

Key factors for success:

1) Leadership from the top with commitment, vision, transparent communication, and resources to support the transformation process
2) Buy-in and leadership from the faculty
3) Strategic planning that integrates partnerships across schools and colleges
4) Sustainability plan that builds on evaluation of objectives, outcomes, and experiences of participants. How is the ADVANCE/CAMPOS initiative implementing the vision and leadership of the Chancellor/President?
5) Create opportunities for women in STEM, regardless of background, to reach out and motivate and encourage students who may not see the STEM disciplines as a viable career path.
6) Through the CAMPOS Faculty Scholars program, encourage Latinas to empower those they teach with the confidence to persevere, regardless of the challenges.

CAMPOS Faculty Scholars are exceptional scientists in a STEM discipline. They are selected for their transformative thinking, unique perspectives, interdisciplinary approaches, and leadership potential to impact their STEM discipline in profound and enduring ways. Their discoveries, innovations, and technological breakthroughs will contribute to the public good, locally, nationally, and globally. A CAMPOS Faculty Scholar is a role model for future scientists and scholars who share their vision of diversity and inclusion, as key components of the Academy in the 21st Century.

"Vision without action is just a dream. Action without vision just passes the time. Vision with action can change the world." Joel A. Barker

CAMPOS Community Cafecitos (coffee breaks) July 2014-December 2014

The Center for the Advancement of Multicultural Perspectives on Science (CAMPOS) Initiative holds monthly cafecitos (coffee breaks) during the academic year, as part of the CAMPOS Initiative goal to build a diverse community of STEM faculty. CAMPOS invites faculty members to discuss a variety of different topics related to diversity in STEM.

The following is a list of CAMPOS cafecitos during the reporting period July 2014-December 2014:

1. October 31, 2014
   Topic: "Why inclusive science is the best science!" from the "Diversity Challenge" editorial September 16, 2014, in *Diversity: A Nature & Scientific American Special Issue*; 11 attendees
   http://www.nature.com/news/diversity-challenge-1.15930

2. December 12, 2014 (planned topic)
   Topic: "Diversity in Science: Where are the Data?" from the article by Fred Guterl, Sept 16, 2014, *Diversity: A Nature & Scientific American Special Issue*; ___ attendees
   http://www.scientificamerican.com/article/diversity-in-science-where-are-the-data/

http://www.nature.com/news/diversity-1.15913
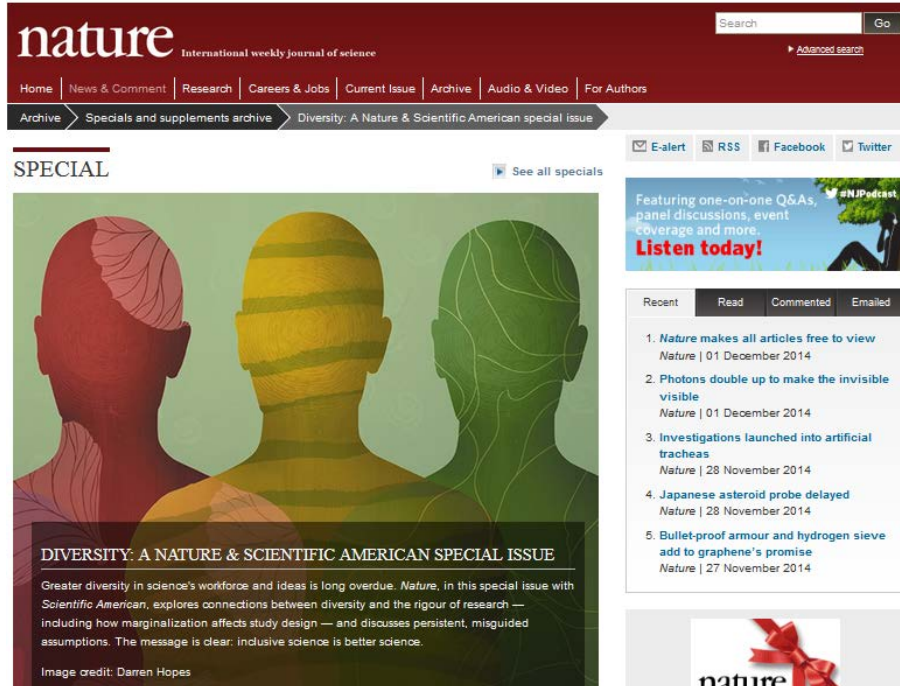
UC Davis ADVANCE Social Sciences Research Initiative

Mission

To conduct integrated empirical studies and on-going data analyses that will inform UC Davis ADVANCE program activities and interventions aimed at improving the recruitment & retention of diverse STEM faculty, with emphasis on Latinas and Hispanic women.

Goals

The Social Sciences Research Initiative will:

1. Collect annual NSF Indicators data to assess demographic characteristics of UC Davis faculty in both STEM and non-STEM fields.
2. Conduct the Collaborative on Academic Careers in Higher Education (COACHE) Survey of Faculty Satisfaction in order to establish baseline measures of faculty experiences, perceptions, and levels of satisfaction against which change can be measured and programmatic impact assessed.
3. Examine the impact of ADVANCE program activities and interventions on the career progress of women, Latinas and other underrepresent groups of STEM faculty.
4. Conduct a systematic study of the factors influencing the career paths of both STEM and non-STEM Latina scholars, from faculty recruitment through mid-career, via interviews of University of California President's Postdoctoral Fellows.

Where can the campus community access the NSF Indicators and COACHE data collected by UC Davis ADVANCE?

The NSF indicators tables are posted at on the UC Davis ADVANCE Website at http://ucd-advance.ucdavis.edu/uc-davis-stem-data and on the website of the Vice Provost – Academic Affairs at http://academicaffairs.ucdavis.edu/tools/stem_faculty_data/index.html.

The COACHE results are posted on the website of the Vice Provost – Academic Affairs at http://academicaffairs.ucdavis.edu/tools/faculty_satisfaction_survey_reports/index.html.

How will the University of California President's Postdoctoral Fellows interviews inform the activities of the CAMPOS Initiative and UC Davis ADVANCE programs?

Findings from the interviews will shed light on the academic and career trajectories of Latinas, which will be helpful to our CAMPOS plans with regards to improving the overall climate for Latinas in STEM. Our data gives information regarding the factors that increased their success in academia. As examples, their mentoring experiences and the amount of received lab support.

1

Last Updated 11.12.2014

Dear ADVANCE Co-PIs and Co-Directors,

We are pleased to invite you to the UC Davis ADVANCE Social Sciences Research Initiative Brown Bag Series. This series will include detailed analyses of the initiative's preliminary findings to date.

Please kindly RSVP directly to Sophie Barbu at sjbarbu@ucdavis.edu with which brown bag(s) you would like to attend by December 12, 2014.

1. **Tuesday, January 6, 2015 11:30-12:30pm**

   UC Davis ADVANCE Office 1100 Surge III

2. **Wednesday, February 11, 2015 11:30-12:30**

   UC Davis ADVANCE Office 1100 Surge III

3. **Monday, March 30 2015 12:30-1:30pm**

   UC Davis ADVANCE Office 1100 Surge III

Kind regards,

Sophie Barbu

Sophie Barbu

Program Manager

UC Davis ADVANCE

sjbarbu@ucdavis.edu

(530) 752-4792

ucd-advance.ucdavis.edu

UC Davis ADVANCE Capital Resource Network (CRN) Initiative

Mission

To significantly enhance support for the recruitment and retention of dual-career faculty by building an active regional employment network that will significantly expand the existing UC Davis Partner Opportunities Program by formalizing access to the labor market in the Davis-Sacramento region.

Goals

The Capital Resource Network will meet 5 specific goals:

1. Develop a regional employment network

2. Provide confidential career coaching to partners of UC Davis target hires

3. Develop a comprehensive guide to relocation, family services and resources

4. Provide relocation assistance

5. Develop a dynamic, clearly organized, and richly populated website

When will the Capital Resource Network (CRN) be available to the campus community?

Funded by a supplemental award to the NSF ADVANCE Award, the CRN is a valuable recent addition to the UC Davis ADVANCE program initiative line-up. Through hosting at the Office of the Vice Provost Academic Affairs, limited services are available to the campus. Preparations are underway for a regional launch of the employment network. The Capital Resource Network has hired a director, has a new logo, is developing a website and is in the process of identifying and connecting to regional employers.

What types of services will the Capital Resource Network (CRN) provide to the campus community?

CRN will provide an Initial Consult, Dual Career Support, New Arrival Integration and Cultural Transition services. More information may be found at http://academicaffairs.ucdavis.edu/programs/capital_resource_network.html.

Last Updated 11.12.2014

CAPITAL RESOURCE NETWORK

CAREER. COMMUNITY. CONNECTIONS.

Welcome

Capital Resource Network UC Davis Team

Steve Currall, Chancellor's Advisor

Linda Assadian, CRN Director

Loraine Hernandez-Covello, CRN Project Manager

Kim Shauman, Professor of Sociology

For additional information please contact:
Linda Assadian, (530) 574-8480, llassadian@ucdavis.edu
Loraine Hernandez-Covello, (530) 752-4066, lcovello@ucdavis.edu
http://academicaffairs.ucdavis.edu/programs/capital_resource_network.html

Recruitment and Retention

The difficulty employers face in retaining professionals is often due to life challenges experienced by today's work force. Primary issues that modern professionals face include dual career ("trailing spouse") challenges and successful integration of new hires and/or families into their new community.

(Recruitment & Retention Statistics: *Brookfield Strategic Advisor*, 2011 GRS Global Relocation Trends Survey, February 2012)

Recruitment and Retention

Turnover =
- 10% of workforce per year
- $250,000 – $1 million per Ph.D. or executive lost

Cost of failed professional recruitment =
- 2 – 3 times the position salary & benefits (Talent Keepers)

Top 3 reasons for failed recruitments =
- Related to family issues (www.awis.org):
  - Dual-career partner resistance
  - Family adjustment challenges
  - Children's education concerns

Dual-earner couples =
- Over 47.4% of married couples (www.bls.gov)

Reasons for failed recruitment

- 47% Partner Resistance
- 34% Family Adjustment
- 29% Children's Education
- 25% Difficulty of Destination
- 14% Cross Cultural Adjustment
- 12% Partner's Career
- 10% Location Quality of Life

Percent (60 50 40 30 20 10 0)

4
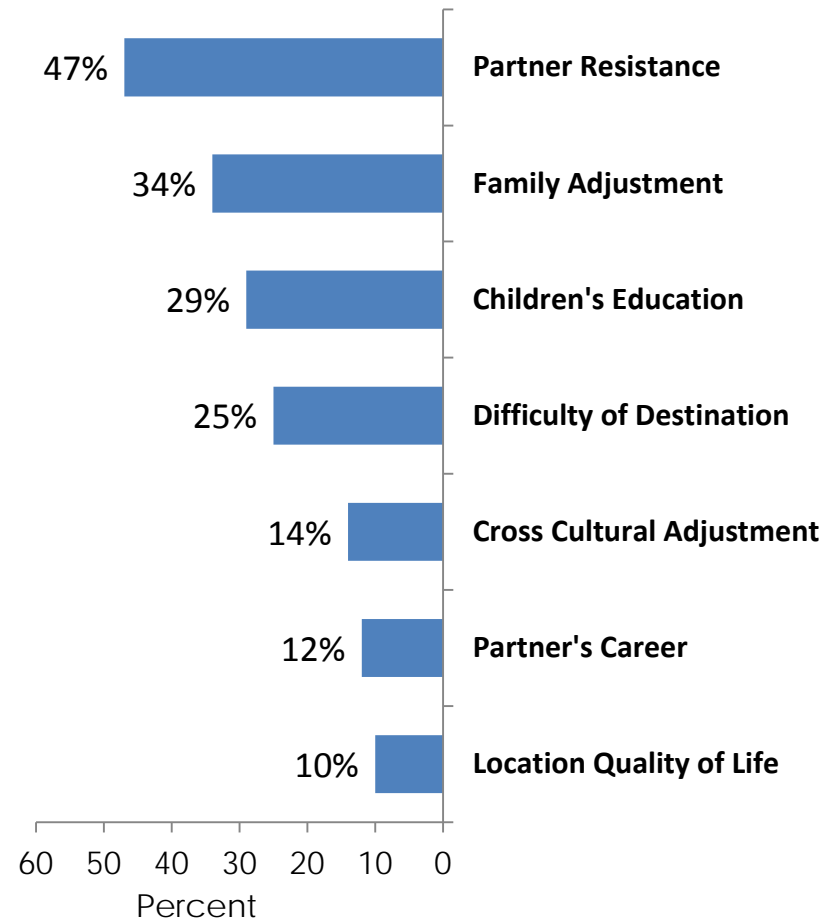
Employer Cost of Turnover*

Before Employer Network

Avg. turnover rate:	9.8%
Cost of turnover as a percentage of salary:	200%
Average Salary:	$80,000.00
Cost per turnover:	$160,000.00
Number of employees:	25
Average total turnover cost:	$392,000.00

After Employer Network

Avg. turnover rate:	2.80%
Cost of turnover	$112,000.00
Potential Savings	$280,000.00
Potential 5 Year Savings	$1,400,000.00

* Based on Simple Savings Calculator – The turnover costs estimated based on Tech Valley Connect, an employer network operating in Upstate New York.

CRN is supported by the National Science Foundation:

- **Career Life Balance Initiative**
- **ADVANCE –** Program to increasing the participation and advancement of women in academic science and engineering careers

Goals:

- To synergize regional awareness of the issues and opportunity for competitive advantage
- To facilitate recruitment highly educated and highly skilled employees

Model:

- Based on proven for-profit and non-profit models:
  - Tech Valley Connect, New York
  - University of Maine, Maine
  - Impact Global, Missouri
  - Cornerstone Relocation Group, New Jersey

A Collaborative Proposition

The Model

- Regional employer network

- Fee-for-service, non-profit, member network

- Regional Initiative

- Multiple benefits

Supportive Ecosystem

Capital Resource Network

Purpose

Serve as a collaborative business resource that uses a proactive and intentional approach to the success of local companies, educational institutions, and non-profit organizations in their recruiting and retaining highly educated, skilled and diverse talent. Our fee based service will provide a unique hands-on approach to help transition and establish employees into the Capital Region.

Mission

Supporting employers with their efforts to attract and retain diverse talent by providing information and resources through personal and professional connections, easing transition into the Capital Region.

Vision

The Capital Region will be the community of choice for a dynamic workforce, connecting employers and diverse talent.

CAPITAL RESOURCE NETWORK
CAREER. COMMUNITY. CONNECTIONS.

Initial Consult

Dual Career Support

New Arrival Integration

Cultural Transition

Support area employers efforts to:
- attract and retain the best and brightest talent
- leverage membership to meet growing dual career support needs
- increase new employee productivity and loyalty
- reduce premature employee turnover
- build a more inclusive, multi-cultural community

A tailored approach to empower a candidate to make informed decisions that best meet their goals.

- One-on-one coaching with candidates and their families offering a local and alternative perspective

- Addresses obstacles, partners work, family and transition concerns in accepting a position

INITIAL CONSULT

Provide career support through one-on-one career counseling for spouses/partners.

- Develop individual career action plan

- Face-to-face consultations

- Network with professional community

- Investigate alternative career options

- Strategic informational 1 to 1 interviews in their industry

DUAL CAREER SUPPORT

Strategic Social Integration
- Events
- Networks
- Opportunities

Assistance navigating new community
- Child Care/ Schools
- Health Services
- DMV
- Special needs

Resources
- Local and reputable
- Connect quickly
- Before move
- Up to a year

NEW ARRIVAL INTEGRATION

Assist professionals and their families relocating from other countries or from other states with distinct cultural differences to California.

- Consultation

- Friendly contact

- Welcome kit with essential information for daily living

- Referral to language skills classes, slang-idioms-acronyms

CULTURAL TRANSITION
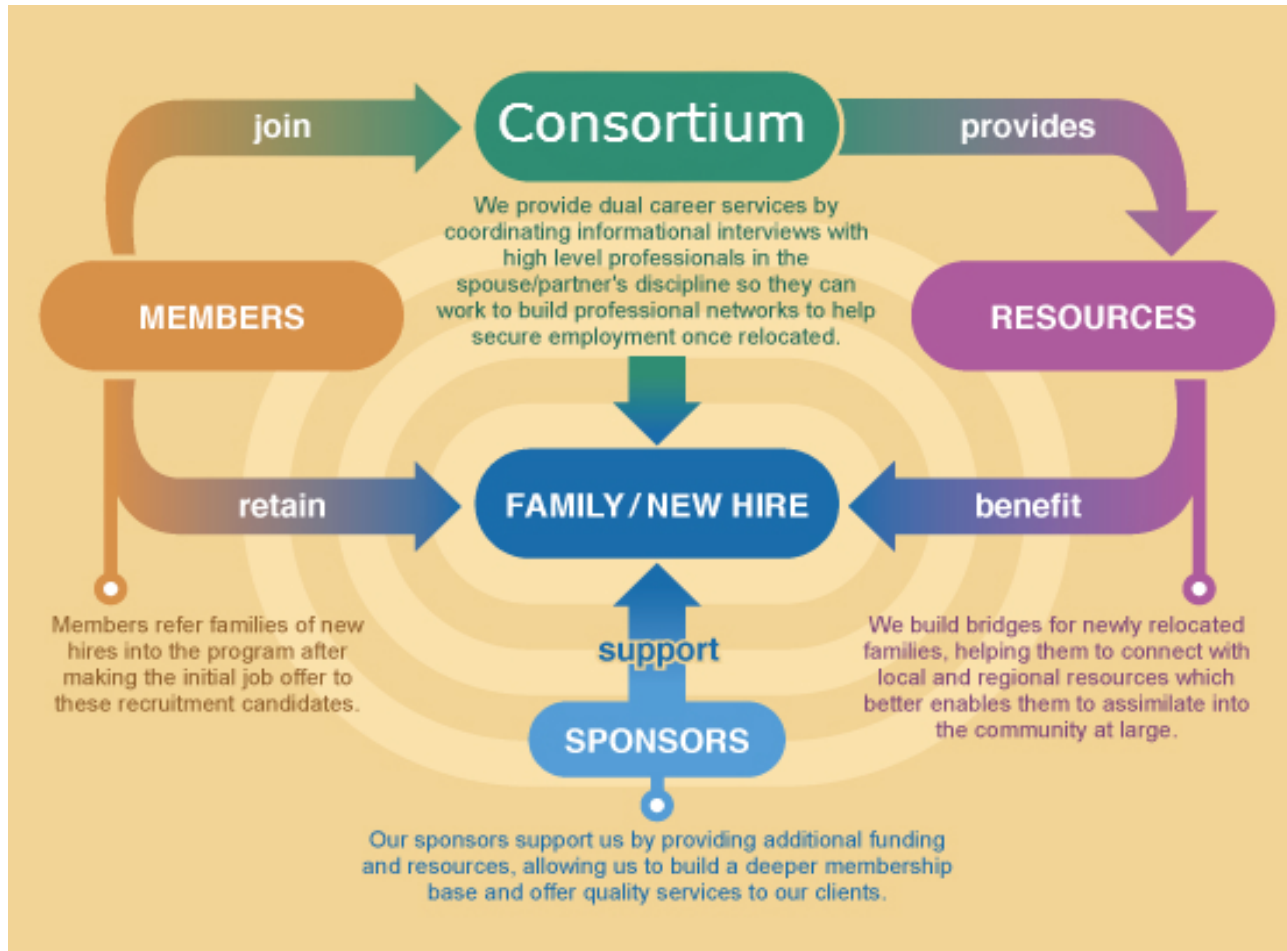
Employer

- Designates the Employer Advocate

- Designates Advocacy Team

- Establishes referral protocol

- Reciprocates informational interviews (2-3)

- Creates a supportive culture for utilizing CRN and maximizing impact

Capital Resource Network

- Conducts employer orientation

- Contacts new employee

- Works with advocate

- Supports advocacy team with check-in, guidelines for informational interviews, and surveys

- Provides toolkit and materials

- Works directly with clients

![Capital Resource Network logo — CAPITAL RESOURCE NETWORK, CAREER. COMMUNITY. CONNECTIONS.]

Fee for Service

Partner Program

Premier Level
$20,000 per year

Platinum Level
$10,000 per year

Patron Level
$5,000 per year

Annual Member
$975 Fee
$2,885.00 per referral

Sponsors Opportunities
$2500

Membership Types

Partners

- seek a highly skilled and highly educated workforce
- recognize the network's long-term value to their employees and the economic vitality of the region
- make three-year commitment at one of three engagement levels
- enjoy the combined benefits of a member and a sponsor
- receive services at a discounted rate
- receive high brand visibility
- premier partner serves on the board of directors

Annual Employer Members

- also seek a highly skilled and highly educated workforce
- recognize the value of aligning with the network to advance their recruiting and retention efforts
- pay an annual fee
- purchase bundled referral service as needed at the standard price

Annual Associate Members

- recognize the value of aligning with Capital Resource Network 's talent pool, its resources and other consortium members
- pay an annual fee
- do not refer new hires

Please see
Service Descriptions Handout

Questions

Sub-committees

Membership Levels and Benefits

Services and Rate Structure

Marketing and Sponsorship

Upcoming Meetings

THANK YOU!

Description of Services

Initial Consult

The Initial Consult is designed to enhance the recruitment process and is a confidential interview between the candidate and a CRN representative. The CRN representative meets with the candidate and/or their family in advance of a final decision to provide information about the career support and integration services being offered. As a neutral party, candidates can ask CRN representatives important questions to assist in making an informed decision about moving to the Capital Region. Some discussions may include children's resources, medical conditions, elder care challenges, and other private concerns where specific resources may be required.

An initial consult does not imply a commitment, it simply helps to explore options, offer an alternative perspective and provide insight to the full services that would be available to the candidate should he/she take the position. In situations where a candidate would simply like to explore options, an employer can pay for the initial-consult service separately from the full-referral service.

There are three levels of pre-hire consults.

Initial Consult- **Tier 1**	The Initial Consult-Tier 1 provides a new hire or candidate with an introduction into the Capital Region and to Capital Resource Network. Includes: • A one-on-one conversation with a network client coordinator. • General information that is helpful when transitioning to the Capital Region. Includes basic descriptions of communities, health care facilities, schools and rankings, as well as activities available in the region. • Explanation of CRN support that will be available upon referral. • Time Commitment: 1 hour	Can be purchased individually, but one Tier1 consult is included with each new-hire referral package.

Initial Consult-Tier 2	The Initial Consult-Tier 2 provides a new hire or candidate with a more personalized introduction into the Capital Region and to Capital Resource Network. • A one-on-one conversation with our network client coordinator to identify personal needs and interests specific to the client. • Handpicked resources and information about the region to address, personal specific needs. Issues may include children's resources, medical conditions, elder care challenges, and other private concerns where specific resources may be required. • Due to the confidential nature of the consult, CRN answers critical questions and helps to dispel misinformation about the region or relocation. • Early referral to applicable affinity groups. • Explanation of CRN support that will be available upon referral. • Time Commitment: 3 hours (*Does not include any traveling costs.)	A Tier1 consult is included with each new-hire referral package, Tier 2 and Tier 3 Consults are upgrades.
Initial Consult-Tier 3	The Initial Consult-Tier 3 provides new hire candidates with an in-depth, personalized introduction into the Capital Region. • A one-on-one conversation with our network client coordinator to identify personal needs and interests specific to the client. • Information about what is available in the region to address personal, specific needs. Issues may include children's resources, medical conditions, elder care challenges, and other private concerns where specific resources may be required. • Due to the confidential nature of the consult, CRN answers critical questions and helps to dispel misinformation about the region or relocation. • Early referral to applicable affinity groups. • A 6-hour tour of areas of interest • A complimentary meal during tour. Time Commitment: 10 hours, including planning. (*Does not include any traveling costs.)	A Tier1 consult is included with each new-hire referral package, Tier 2 and Tier 3 Consults are upgrades.

Dual Support and New Arrival Integration

The following services are included with each referral: one Tier-1 Initial Consult, New Arrival Integration and Dual-Career Support

Upon receiving an employer's referral, Capital Resource Network extends a personalized welcome on behalf of regional employers and helps newly recruited employees to quickly assimilate within their local community. Each new employee referred to the Capital Resource Network receives one-on-one attention and a portfolio of resources and recommended plan to meet specific relocation needs for their entire family. Recommendations and customized services are outlined based on the initial-consult and the "intake" interview conducted upon referral. Plans are tracked to ensure follow-through and effectiveness.

New Arrival Integration	Integration assists the multiple family members affected by the change of relocation. CRN helps to quickly introduce the candidate and their family to local resources. • A confidential, in-depth interview, to create a personalized portfolio of information • Monthly check-ins over course of one-year • Insight on area resources • Access to volunteer opportunities and monthly social events • Assistance with strategic introductions • A support group of other newly arrived community members • Website access to resource library • Welcome gift • Point of contact for information on schools and admissions criteria, utilities, rental companies, volunteering, social clubs, disability services and community support, cultural and religious groups and organizations and play groups.
Dual Career **Support**	As a consortium of regional employers, Capital Resource Network works directly with the spouses/partner of the new employee on multiple strategies for gaining employment in the Sacramento area. • A tailored employment action plan • One-on-one coaching and strategy support for an entire year • Resume, bio, photo posted to employer section of CRN website for member employers to view • Website access to employment resource library • Selective informational interviews with network employers (up to 3) • Professional networking opportunities • Career counseling referral • Interviewing Skills workshops (offered periodically) • Resume evaluation with a referral to resume writer if needed • Investigate alternative career options

Cultural Transition and Concierge

The following services can be added at an additional cost.

Cultural Transition	This program helps expatriates successfully integrate into a new environment on both a professional and personal level. It identifies the needs for local services from the client's personal perspective. As candidates and their families adjust to a new country, a certified Cultural Coordinator provides local support that can have significantly impact on success and retention of international recruits. Cultural Transitioning assists professionals and their families relocating from other countries or from other states with distinct cultural differences to California. • A face to face ex-patriot orientation. • A personal contact for the many questions that an ex-patriot will have as they discover and explore their new community. • A welcome kit with essential information for daily living, referral to language skills classes, slang-idioms-acronyms.	At an additional cost
Concierge	The concierge program is ideal for the client that needs in-person and direct assistance with navigating their new city, its services and amenities in the short- term. This hands-on, time-saving option can be sought prior to or after the move date as an additional service. Beyond equipping a client with an action plan and resources for integration, Capital Resource Network will work with the client on a per-day basis to set-up needed first-time appointments or accompany the client on important personal meetings and introductions. This service is especially indispensable for an international hire that needs extra support to ease transition stress, overcome cultural differences and sometimes language barriers. Tailored services can include: • Making appointments at the preferred client bank and setting up bank accounts • Direct deposit set up with employer • Identifying temporary living accommodation and touring available properties with local estate agents. • Setting-up appointments and touring schools	At an additional cost

CAPITAL RESOURCE NETWORK

CAREER. COMMUNITY. CONNECTIONS.

Purpose

A collaborative business resource that uses a proactive and intentional approach to the success of local companies, educational institutions, and non-profit organizations in their recruiting and retaining highly educated, skilled and diverse talent. Our fee based service provides a unique hands-on approach to help transition and establish employees into the Capital Region.

Mission

Supporting employers with their efforts to attract and retain diverse talent by providing information and resources through personal and professional connections, easing transition into the Capital Region.

Vision

The Capital Region will be the community of choice for a dynamic workforce, connecting employers and diverse talent.

Services

- Initial Consult
- Dual Career Support
- New Arrival Integration
- Cultural Transition

Members

- Attract and retain the best and brightest talent
- Leverage membership to meet growing dual-career support needs
- Increase new employee productivity and loyalty
- Reduce premature employee turnover
- Build a more inclusive, multi-cultural community

Retention → Employer → Recruit → New Hire -Family → Community → Retention

CAPITAL RESOURCE NETWORK — CAREER. COMMUNITY. CONNECTIONS.

Strategic Social Integration
- Events
- Networks
- Opportunities

Assistance navigating new community
- Child Care/ Schools
- Health Services
- DMV
- Special needs

Resources
- Local
- Reputable
- Connect quickly
- Before move
- Up to a year

Capital Resource Network is a consortium of professional and executive hiring employers in the Capital Region of California who make the recruitment, retention and integration success of relocated professionals a business priority.

Attract and retain the best and brightest talent

Proactively welcome a newly relocated professional and family into the region through a holistic approach. During the first year, CRN serves as a point of contact for questions, a reference for needed resources, and connector to area business, community and employment networks.

During the recruitment phase, via the Initial Consult, CRN provides a valued candidate with needed information to alleviate relocation stresses and concerns. This is a critical service for those candidates wavering among multiple employer offers and conflicting family obligations.

Leverage network membership to meet growing dual-career support needs

Accompanying spouses and partners looking for work receive a customized action plan of multiple strategies towards gaining employment in the Capital Region. One unique aspect of the action plan includes coordination of informational networking interviews with consortium member companies. The 30-minute interview does not guarantee employment; it offers access to invaluable job search elements such as advice about the local landscape, questions about potential job openings, possible referrals to colleagues, invaluable professional networking and an essential in-person exchange.

Increase new employee productivity and loyalty

As a well-connected point of contact, CRN is ideal for seeking solutions to everyday questions and needs. From finding swim lessons, to finding special needs resources for children, a veterinarian, realtor, or bank, etc., CRN actively manages the new-hire and family relationship for a smart start and long-term commitment to the Capital Region. From the start, CRN professionally helps to navigate the new-hire's questions and needs, leaving him or her to focus on the new job.

Reduce premature employee turnover

As employers seek a specialized employee, they must usually reach out beyond the immediate region to obtain that specific set of skills, experience and talent. Recruiting such an individual can become a very costly investment and often includes a national recruitment effort, multiple site visits, moving expenses, and other accommodations. Protecting an employer's investment through proper employee preparation and integration is sound business. Capital Resource Network works to prepare the new employee and family to work and live in the Capital Region so that they can quickly thrive in their new community and stay long-term.

Build a more inclusive, multi-cultural community

> ### Did you know?
>
> - Loss of a hire is often related to dual-career (trailing spouse) challenges and inability for families to assimilate in their new community. (AWIS)
>
> - 47.4% of married couples are dual earners (www.bls.gov)
>
> - 80% of today's jobs are landed through networking (ABC News)

In addition to serving as an ongoing resource for questions, sharing invitations to events, and sending notices about volunteer and other social opportunities, CRN checks-in with the new-hire and family on a regular monthly basis for the first year. CRN also serves as a safety zone for questions and answers regarding acclimating to U.S. culture, customs and traditions. Tools and references are provided to assist with everyday challenges such as language barriers, driving, healthcare, and finding cultural resources.

LINDA P.B. KATEHI
Chancellor at Davis

OFFICE OF THE CHANCELLOR
ONE SHIELDS AVENUE
DAVIS, CALIFORNIA 95616-8558
TELEPHONE: (530) 752-2065
FAX: (530) 752-2400

October 6, 2014

Name
Title
Address 1
Address 2
City, STATE Zip

Dear [First Name]:

Dear (First Name of CEO):

As our dynamic Capital Region continues to grow in scope and influence, it has become increasingly important to ensure we are able to recruit exceptional talent to lead the success of our institutions. Through discussions with you and others who are active in development of our region, I know that this issue affects a broad variety of employers throughout the area, including local businesses and higher education institutions.

In answer to this need, UC Davis is introducing Capital Resource Network, a consortium of area employers created to augment employer relocation benefits by providing destination services to smooth the transition for newly relocated hires and their families during their first year in our area. Capital Resource Network is a fee-for-service non-profit intended to help us address the issue of recruiting and retaining exceptional professional talent in the Capital Region.

Capital Resource Network Services

Capital Resource Network's strength lies in the professional, social and personal support provided to new hires and their families, including:

- Initial Consult: Capital Resource Network will provide neutral information and access to local service providers to help address a candidate's critical decision factors and any potential obstacles.
- Dual Career Support: Capital Resource Network assists spouses/partners to find positions in the Capital Region at a quicker rate through career counseling, professional networking and strategic informational interviews with partner and member corporate executives.
- Newcomer Integration: Each new hire and their family works with a Capital Resource Network Personal Coordinator to help connect with their new community, establish strategic networks and receive ongoing resources during their first year.

- Cultural Transition: Expatriates may face unique challenges when transitioning into a new community. Certified Cultural Coaches help to bridge any issues encountered by these new hires and their families.

Participating in the Advisory Council

As a valued Capital Region employer, I would very much appreciate your participation in the Advisory Council being formed to support the network in serving our business needs (a delegate would also be welcome, should you prefer to appoint one to the council). The council will inform current planning on 1) membership levels and benefits, 2) services and rate structure, and 3) marketing and sponsorships.

The first council meeting will be held on Thursday, October 23, 11:00 a.m. to 1:00 p.m., in Sacramento and will be led by Steve Currall, former dean of the UC Davis Graduate School of Management, in his new role as advisor to the chancellor. Members will participate in three subsequent 2-hour meetings that will be scheduled through October and early November, 2014. A variety of perspectives from directors of human resources, employee relations, finance, marketing, etc. are welcome.

Please reply with your plans to participate in these advisory meetings and send your/your designee's contact information to project manager Loraine Covello, lcovello@ucdavis.edu, by Monday, October 13. Additional background about this new endeavor can be found at Capital Resource Network or by contacting Loraine directly at (530) 752-4066.

Sincerely,

Linda P.B. Katehi
Chancellor

/am

c: Advisor to the Chancellor Currall
    Senior Analyst Covello
    Director Linda Assadian

From: Ralph J Hexter
Sent: Friday, August 22, 2014 3:31 PM
To: cod@ucdavis.edu
Cc: cod-assist@ucdavis.edu; Maureen Stanton; Binnie Singh; Lynn M Daum
Subject: STEAD Workshops for Search Committees

Dear Colleagues,

Bringing about positive organizational change is a core campus priority, and one of our greatest imperatives is to build a more diverse faculty and a more inclusive campus climate. As campus leaders, we expect each of you to set a positive example by paying close attention to the diversity of your faculty as we collectively re-create the face of our university with each new hire. Given that Vice Provost Stanton and I share a responsibility with you to ensure that we attract very diverse and vibrant pools of candidates, interviewees and hires, we feel strongly that search committees must be cognizant of how unconscious biases shape all of our opinions and evaluations. As we work to build a more diverse and inclusive faculty, it is critical that we broadly disseminate knowledge of the extensive social sciences research on unconscious bias and how its effects can be minimized.

One of the ways we have sought to increase fairness and transparency in the faculty recruitment process is by offering a yearly training workshop for faculty who serve as chairs of search committees. Last year, Vice Provost Stanton expanded the reach of this effort beyond search chairs and offered a two-hour session to all search committee members (with a requirement that at least 3 members of each search committee attend). This session discussed the relationship between diversity and excellence, ways to increase diversity post-Proposition 209, diversity goals and how they are calculated, how to achieve a diverse pool and produce an inclusive, less biased recruitment and selection process, and the role of a Chair in the search. This year, we are fortunate to have a committee made up of senior faculty members from across the campus who will offer a workshop that mirrors many of the components of Vice Provost Stanton's presentation. The committee is named STEAD (Strength Through Equity and Diversity) and is an effort of the Inclusive Campus Climate Initiative of the ADVANCE Institutional Transformation grant that our campus received in 2011 with Chancellor Katehi as the PI. There are a few key points of search committee workshops going forward:

- We are asking that there be a requirement that all members serving on search committees attend this workshop.
- "STEAD certification" will be good for three years.
- For those faculty members who participated in Provost Stanton's training last year (2013-14), their participation will count towards this requirement and, similarly, be good for three years from the date of the training

VP Stanton will be sending a follow-up message with details on enrollment in these workshops. Thank you for your continued efforts towards increasing the diversity of faculty.

Sincerely,
Ralph

Ralph Hexter
Provost & Executive Vice Chancellor
Distinguished Professor of Classics & Comparative Literature

Sent out on 9/11/14:

From: Maureen Stanton
Subject: STEAD Search Committee Workshops/Certification

DEANS, EXECUTIVE ASSOCIATE DEANS, ASSOCIATE DEANS, ASSISTANT DEANS, AND ACADEMIC PERSONNEL ANALYSTS

Dear Colleagues:

This communication is to clarify procedures and provide an email template for you to use to alert your departments and search committees about upcoming workshops for search committee members. As a reminder, Provost Hexter's letter dated August 22, 2014 indicated that all members of faculty search committees are to receive training on the best practices for achieving excellence, equity, and diversity in faculty recruitment.

Each faculty search committee member will register through an online system, and attendance will be recorded by my office. With your cooperation and assistance, we will compile a list of search committee members for each recruitment. The names on this list will be compared with the registration/attendance lists. After each workshop session, my office will forward you a list of those individuals who registered and attended, and those who have not yet registered or attended. These data will also be provided to the Provost for his review and assessment on an ongoing basis.

To facilitate the creation of this master list of search committee members and to conserve staff time, we have set up the following link to collect the data: https://www.surveymonkey.com/s/LWYCDT6

Your office should complete one survey for each recruitment within your unit. As soon as the membership of each search committee is determined, please submit the list of members via this link to ensure timely reporting to the Provost.

Given that our first STEAD workshop is scheduled for **September 30th**, please distribute the email below as soon as possible to all search committee members, including graduate student members and members outside of the recruitment department. Attendance at a 2014-15 STEAD workshop is mandatory unless the committee member attended one of the search committee workshops offered last year (2013-2014) by Academic Affairs or the School of Medicine. Please note that space at the STEAD workshops is limited-- each session can accommodate a maximum of 55 participants.

If you have any questions or comments concerning this issue or the proposed tracking system, please feel free to contact me or Binnie Singh, binsingh@ucdavis.edu. Sharon Rosario of our office can be contacted for any logistical questions related to loading of search committee information or workshop registration, srosario@ucdavis.edu.

Please see the proposed email template below my signature block.

Thank you for your assistance.

Maureen Stanton

Proposed Email Template below:

Subject line: REQUEST FOR ACTION: Enhanced Training for Faculty Search Committee Members

Body of Email:

ALL FACULTY SEARCH COMMITTEE MEMBERS

Dear Colleagues:

Recent discussions concerning the imperative to achieve equity, excellence and diversity in our faculty recruitment efforts has prompted Provost Hexter to require that all UC Davis faculty search committee members participate in workshops focused on best recruitment practices. Findings from NSF-funded ADVANCE programs at research-intensive universities suggest that high-quality, in-person training is the most effective tool for promoting the outcomes we aim to achieve.

Beginning September 30, 2014, the faculty-led, UC Davis STEAD (Strength Through Equity and Diversity) Committee will begin offering workshops that will inform search committee members about the biases that can negatively impact faculty hiring and the best practices for achieving excellence and equity in faculty recruitment. Moving forward, all faculty search committee members on our campus must be "STEAD-certified".

STEAD certification will be valid for three years from the date of STEAD workshop attendance. Similarly, confirmed participation in one of the 2013-14 search committee workshops hosted by Vice Provost Stanton or by deans Acosta and Callahan at the School of Medicine will also fulfill the STEAD certification requirement for a three-year period.

Participation in STEAD workshops by all faculty search committee members (including graduate student members and faculty members outside the recruiting department) will be tracked by Academic Affairs, and I will be directly involved in ensuring satisfactory participation. Due to the critical nature of our faculty recruitment efforts, data on participation will also be provided to the Provost for his review and assessment on an ongoing basis.

I ask that you work with me to achieve full STEAD certification at your earliest convenience so that our faculty recruitments are not delayed. Each STEAD workshop can accommodate a maximum of 55 participants, and so slots may be limited. If you were not a confirmed participant in one of the 2013-14 search committee workshops, please take a moment to register for one of these sessions via the Academic Affairs STEAD web page:

http://academicaffairs.ucdavis.edu/training-and-development/stead/index.html

Your attendance at any of these sessions is vital to our unit, and so I expect that you will make every effort to attend.

Best,

(insert name of dean)

Sent out on 10/28/14:

From: Maureen Stanton
Subject: [Name of Division] Update for STEAD Faculty Search Committee Workshop attendance

Dear Dean _____,

I am writing to provide you with an update for the STEAD Faculty Search Committee Workshop attendance. According to our records, not all of your committee members have yet registered and participated in the workshops. Please take a moment and review the attendance of those who have participated or registered for a STEAD workshop in the attached spreadsheet. We understand new recruitments continue to be established and as they begin we hope to gain your support in stressing the importance of communicating the need for attendance in the upcoming workshops. Please take a moment and review the attached spreadsheet to determine those faculty members who have not yet registered for a workshop and to remind them of the workshops being offered. **When you remind them, we ask that you use the attached template to ensure that the correct information is conveyed.**

We believe it is essential to continue to raise awareness of how implicit biases can impede the fair evaluation and successful recruitment of faculty members. Substantial social sciences research has shown that increasing knowledge about common patterns of bias is the best way to combat their unconscious effects on our decision-making processes and professional interactions.

Please note our next STEAD workshop will be held Nov. 4th, 2014 from 3-5 pm in the Multi-Purpose Room, Student Community Center. Prior registration is required. Information on additional workshops and registration is available at: http://academicaffairs.ucdavis.edu/training-and-development/stead/index.html.

In addition, those who participate in the workshops should be listed on a search committee. As committees continue to form throughout the year, please have them entered on this site, which contains information on all current search committees: https://www.surveymonkey.com/summary/SfIpx1VN_2FDEik66kwAckF7jUkzt2rSFQJlByTx_2FKx9k_3D.

We applaud the efforts being made by everyone to manage the attendance of these workshops and warrant the participation of faculty members.

Thank you for your continued leadership in building a more inclusive and diverse faculty at UC Davis. If you have any questions about adding search committees or registration regarding the STEAD workshops, please contact Sharon Rosario of my office at srosario@ucdavis.edu.

Best regards,

Maureen Stanton

****
Maureen L. Stanton

Vice Provost- Academic Affairs
Distinguished Professor, Evolution and Ecology
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One Shields Avenue
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Phone: (530) 752-2072
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Dear Search Committee Member,

Thank you for registering for the STEAD (Strength Through Equity and Diversity) workshop. I write to confirm your registration for the session today, Tuesday, October 7, 2014, from 3pm-5pm, at the MU King's Lounge.

The goals of this 2-hour workshop are to identify factors that can introduce bias into the faculty recruitment process and to provide evidence-based approaches that will enhance search committees' efforts to identify and recruit excellent and diverse scholars. The STEAD committee includes faculty from across the UC Davis campus, so while the STEAD workshop is fully endorsed by the administration, it is composed and delivered by your peers.

In preparation for the workshop, I am encouraging all participants to take an Implicit Bias self-assessment ahead of workshop session from this website: https://implicit.harvard.edu/implicit/. When you click on the link, notice on the left hand side of the screen (under the "Social Attitudes" label) that you have the option of registering, or continuing into the site as a guest. There are a number of different tests you can take, but I ask that you take the following two: Gender-Career IAT, and Race IAT. Each test should take no more than 10 minutes.

I truly believe that knowledge is power, and I look forward to your participation in this potentially transforming workshop.

Best regards,

Maureen L. Stanton
****

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