

COLLEGE OF ARTS AND SCIENCES
DIVERSITY POSTDOCTORAL FACULTY PROGRAM
2017-2018 Final Report

Committee Members: Kyra Anderson ('18), Kate Boersma, Evelyn Cruz, Esteban del Río, Josen Diaz, Rico Monge, Kristin Moran, Pauline Powell

Summary:

The 2017-2018 academic year welcomed 6 postdoctoral faculty members and recruited for a new cohort. The committee worked to identify a new structure for the program given the increase in numbers. We were intentional about including the hosting departments in the process by holding a session about the program goals and mentoring faculty. The committee also implemented a required reflection from the department perspective. Other changes include group research presentations that provide faculty with the opportunity to share their research expertise. We observed that the cohort model worked especially well and are hopeful that this model will continue to be funded.

The committee also searched for the 2018-2019 cohort. We invited College departments to submit applications to be part of the recruitment process by November 19, 2017. Five departments submitted applications to be included in the advertisement that was widely distributed. We were able to make offers to 3 candidates who will begin in Fall 2018.

In 2018-2019, we will have 5 returning post-docs for their 2nd year in the program. One will convert to a tenure-track position in the Spring. We will have 2 new postdocs who will begin their 2-year appointment and one postdoc on a one-year appointment. This will be the largest group of Diversity Post-doc faculty in the history of the program.

Postdoctoral Scholars 2017-2018:



Ms. Aarynn Jones

Dr. Janel Oriz

Dr. Tiffany Stewart

Art, Architecture + Art History

Aarynn Jones, MA- School of Architecture and Urban Design, University of California Los Angeles

Portfolio: Imposition; Edge and Center, Gaunt Elasticity

Department of Biological Science

Janel Lynnette Ortiz, Ph.D. - Wildlife Science, Texas A&M University-Kingsville

Dissertation: “Multi-Disciplinary Approach to the Conservation of South Texas Birds: Gk-16 Education, Citizen Science, and Spatial Relationship of Avian Populations and the Landscape”

Department of Chemistry and Biochemistry

Tiffany Nicole Stewart, Ph.D.- Chemistry, Howard University

Dissertation: “A Novel Synthesis of Darunavir”

The Search:

Total Number of applicants: 98 (74 completed applications)

Department	Art, Architecture, Art History	Biology	Chemistry and Biochemistry	Mathematics	Theology & Religious Studies
# of completed applications	11	18	9	9	27
# of candidates advanced for department review	8	14	2	5	22

The Committee used google drives for review, providing easy access to files through USD’s google drive.

New Program Elements (See attachments):

- Met with chairs of postdoc departments to discuss mentoring procedures and best practices) and provided example mentoring plan.
- Hosted lunch with incoming postdocs to build community before orientation.
- Proactively reached out to chairs about mentoring and peer teaching observations.
- Updated “Call to Departments” and “Call to Candidates.”
- Organized Postdoc Faculty Research Talks.
- Requested a “first-year” reflection from faculty that will help them organize application portfolios.
- Implemented a “department” reflection for chairs and faculty who host postdocs.
- Submitted a proposal for the Envision 2024 funding.

Beyond Teaching 2017-2018:

Diversity postdoc faculty integrated into the USD community in various ways and impacted students through clubs and campus talks. The Postdoctoral Faculty have engaged in the USD community and beyond engaging in events and activities outside the classroom. In addition to teaching and research faculty members in the diversity postdoc program make an impact across campus.

Dr. Channon Miller, History, has been a visible presence on campus and within the history department. She has participated as a panelist or speaker for a TLC event, BSRC, United Front Multicultural Center, and the CEE. In just 2 semesters she participated in 7 events that have showcased her expertise and perspective.

Dr. Angle Nurse, Sociology, has engaged with the USD community by working with the United Front Multicultural Center and participating on a panel “Beyond the Classroom” and planned events for Black History Month with the BSRC. She will also present her research on a panel through the CEE.

Dr. Victoria Rodriguez, Psychological Sciences, has participated on panels for the CEE and has become a faculty mentor for a McNair Scholar. She is collaborating with an undergraduate research assistant on a project on bicultural identity and college performance.

Dr. Devoun Stewart, Chemistry/Biochemistry, jumped right into service when he arrived at USD in summer 2017. He participated in the STEAM Academy for middle schoolers by conducting age appropriate chemistry experiments. He has joined the Big Brother and Big Sister Organization and has been able to share information about career opportunities.

Dr. Marlene Brito-Millan, Environmental and Ocean Sciences, has been working to include indigenous knowledge of local coastal sagebrush ecosystems into EOSC 123 (a core science course and prep for major). She is also collaborating with scholars to share stories about the impact of lithium water extraction on indigenous communities in South America. She also organized a field trip for the youngest Toreros when Manchester Child Development Center kids toured the labs in the EOS department.

Dr. Mychal Odom, Interdisciplinary Humanities, has been an active community member at USD since his time as an undergraduate and graduate student and that has provided a great foundation for him to be an active participant as a faculty member. This year he worked closely with the Humanities Center. He spoke at the 50th anniversary of the Black Panther Party at San Diego State University in 2016 and on the history of African Americans and Christianity in February 2018 at New Creation Church in Oak Park, San Diego.

Accomplishments based on recommendations from 2016-17:

- *New Name:* Changed program name to Diversity Postdoctoral Faculty Program.
- *Maintain Involvement of Undergraduate and Graduate Students:* Included undergraduate student on committee and will invite a new student to participate next year.

- *Institute Meetings for Chairs of Departments Hosting Postdocs*: Hosted a meeting for chairs of departments with postdocs and communicated regularly about mentoring and other issues.
- *Strengthen Mentoring Plan*: Distributed an “example mentoring plan” to use as a guide for departments that encouraged face to face meetings as well as teaching observations.
- *Adjust Language for Contracts*: Updated contracts to align with other faculty positions and changed contract length.
- Dedicated EA support from Undergraduate Studies Coordinator

Recommendations for 2018-19:

- Secure permanent budget lines for diversity postdoc faculty.
- Ensure operating budget for advertising, recruitment costs, relocation funds, and program costs
- Build public relations strategy

Next Steps:

The upcoming year will prove important since this is the first time USD will have so many second-year participants. We will offer support as they pursue tenure-track jobs. We will offer programming that includes reviewing teaching philosophy statements and other application elements. We will ask them to give mock “job talks” so they are well-prepared for on-campus interviews.

For the new cohort, we will continue to invite them to orientation activities with other new faculty and help to integrate in the community. We will hold another chair session in the summer so departments will be prepared to support the faculty.

Ultimately as the program matures, we hope that the expertise of the Diversity Postdoctoral Faculty leave a lasting legacy on the USD culture. We are hopeful that as departments host these faculty, they will learn how to more effectively recruit and retain faculty with diverse perspectives and that while the faculty are appointed at USD, they can offer insight in the changing dynamics in their specialty field.

Goals of the “Post Doc” program

Overview: Teaching Emphasis

- USD offers role models for teaching excellence
- Prepare post-doc faculty for tenure-track position
- Offer insight into life at PUI in the context of Catholic Higher Education
- Role model balancing teaching and scholarship
- Provide access to disciplinary networks
- First post-grad step toward a career in the academy

Expectations for Departments

- Execute Department Mentoring Plan
- Incorporate faculty member into department
- Invite to relevant department meetings
- Include in department social and academic events

Different than TT contract

- Not expected to do service as part of contract
- Not expected to attend Academic Assembly (except when introduced to faculty)
- The chair should be consulted if post-doc wants to engage in service activities – make recommendations based on post-doc program goals

Program Details

- Post docs will attend New Faculty Orientation
- Post docs will deliver a research talk in the Spring as part of a panel; hosted by CEE.
- Post docs will deliver a practice “job talk” in Fall 2018; hosted by departments.
- Encourage attendance at CEE and College events that focus on teaching.
- \$1500 travel moved into department budget

Expectations for postdoc faculty

- Teach assigned classes
- Be available for student mentoring during office hours
- Attend relevant student events as determined by department
- Join department culture
- Participate in department mentoring

Mentoring Discussion

- Examples of mentoring in your career
- What experiences have worked?
- What was missing?

Mentoring works

- Faculty with effective mentoring report more satisfaction with career
- Faculty at USD report that effective mentoring has improved retention and academic success
- USD has a tradition of “accidental” mentoring – now we can be more intentional
- It is the role of the department Chair to ensure that a mentoring culture is fostered.
- The department Chair should hold mentors accountable for their duties.

Mentoring Best Practices

- Be clear expectations for mentor and mentee
- Be transparent of goals and purposes for face to face meetings
- Chair checks in regularly to ensure goals are being met
- Chair can make adjustments to mentoring plan if either mentor or mentee requests a change
- Associate Dean will “check in” with chair, mentor, and/or post doc

EXAMPLE EXAMPLE EXAMPLE EXAMPLE EXAMPLE

Mentoring Procedures:

The purpose of the mentoring program is to help faculty successfully navigate the transition to USD as a faculty member.

The department chair assigns a mentor to new faculty at the beginning of their appointment at USD. The purpose of the mentoring relationship is to facilitate the transition from graduate student to full time faculty status. The mentor/mentee relationship is assigned for 2 years, but can be terminated by either party at anytime if requested.

Mentor Responsibilities:

Year 1

- Create the schedule of interactions.
- Hold at least 3 official face-to-face interactions during the Fall semester
- Hold at least 2 official face-to-face interactions during the Spring semester
- Observe faculty in the classroom at least 2 times in first year (with pre- and post-discussions), discuss pedagogy in a face-to-face interaction and provide written feedback.
- Visit the faculty member's office to "check in" twice a month.
- Identify appropriate CEE events and attend with mentee.
- Identify resources that would be beneficial to the faculty member.

Year 2

- Hold at least 2 official face-to-face interactions per semester.
- Provide support to faculty member during the preparation of job applications for tenure line positions.
- Observe faculty in the classroom at least once and discuss how the faculty member has adjusted teaching methods in a face-to-face interaction. Provide written feedback.

Topics to be addressed:

- Department culture & expectations
- USD culture & climate (including CID info)
- Teaching and opportunities for development (CEE info)
- Research agenda & time management
- Advising
- Service opportunities
- The review process
- Family and personal life balance
- Funding opportunities

Faculty members are committed to creating a supportive environment that fosters success, but it is also incumbent upon the new faculty member to ensure success.

Mentee Responsibilities:

- Be available for mentoring interactions
- Ask informed questions
- Listen attentively
- Ask for feedback about your progress
- Share your experiences
- Observe mentor in the classroom at least once in the first year
- Attend faculty workshops and gatherings offered by the CEE and the College
- Talk with the Chair and/or the Associate Dean if the mentoring relationship is ineffective or if you need additional support

COLLEGE OF ARTS AND SCIENCES
DIVERSITY POSTDOCTORAL FACULTY PROGRAM

The College of Arts and Sciences Committee on Faculty Diversity Recruitment and Retention solicits interest in hiring postdoctoral (or other terminal degree) scholars beginning in the fall semester of 2018. The College seeks to support at least one U.S. faculty member with a commitment to empowering students from U.S. communities that are underrepresented in academia through research, creative scholarship, teaching, service and/or mentoring. We are especially interested in advancing the perspectives of African Americans, American Indian/Alaskan Natives, Filipinas/os/x, Americans Chicanas/os/x, Latinas/os/x and/or Pacific Islanders.

The purpose of the Diversity Postdoctoral Faculty Program is to mentor new faculty in teaching excellence in the context of a primarily undergraduate institution within Catholic Higher Education and to cultivate inclusive communities within departments at the University. USD is poised to serve as a resource for faculty who are interested in pursuing an academic career that follows a teacher/scholar model.

Please submit a 1-2 page proposal to usdpostdoc@sandiego.edu that addresses the following areas:

Curricular Need:

- Brief statement that describes how the postdoctoral scholar will be integrated into your department, college, and USD.
- Explain specific details about the area of expertise that most aligns with the department's curricular goals or research needs.
- Describe possible courses to be taught by the postdoctoral scholar.
- Is your department interested in collaborating with another department to host a postdoctoral scholar with interdisciplinary interests or to participate in a joint appointment?

Mentoring Plan:

- Describe your department's mentoring plan and the potential mentors. How does the plan work to serve an equity agenda within your discipline? If you have questions about creating an equity-minded mentoring plan, contact Esteban del Río (edelrio@sandiego.edu).

Requirements for participation:

- Provide the equivalent non-benefit-based teaching units that will be used by the postdoctoral faculty member (9-12 units per year). These must come from the department's budget, including faculty replacement for FRGs, sabbaticals, chair or other administrative reassigned times. Benefits and travel will be matched by the Dean's office.
- Provide office space, research facilities, recycled computer and/or any other items needed for success.
- Departments can create a discipline-specific call and must advertise the position through the disciplinary networks.

DEADLINE: November 1, 2017. If you have questions, contact: kmoran@sandiego.edu

The committee encourages submissions from departments who have not had a postdoctoral faculty member through this program.

Committee Members: Kyra Anderson (student rep), Kate Boersma, Evelyn Cruz, Esteban del Río, Josen Diaz, Rico Monge, Kristin Moran, Pauline Powell

COLLEGE OF ARTS AND SCIENCES

DIVERSITY POSTDOCTORAL FACULTY PROGRAM

The College of Arts & Sciences at the University of San Diego seeks to hire at least one scholar who has a proven record and commitment to empowering students from communities that are underrepresented in academia through teaching, research, creative activity, service and/or mentoring. We are especially interested in advancing the perspectives of African Americans, American Indian/Alaskan Natives, Filipinas/os/x, Chicanas/os/x, Latinas/os/x and/or Pacific Islanders. The postdoctoral scholar will begin in Fall 2018 and will be housed in one or more of the following academic programs:

- Art, Architecture + Art History
- Biology
- Chemistry and Biochemistry
- Mathematics
- Theology and Religious Studies

The purpose of the Diversity Postdoctoral Faculty Program is to mentor new faculty in teaching excellence in the context of a primarily undergraduate institution within Catholic Higher Education and to cultivate inclusive communities within departments at the University. USD is poised to serve as a resource for faculty who are interested in pursuing an academic career that follows a teacher/scholar model.

The Diversity Postdoctoral faculty position is for two years. Postdoctoral faculty teach courses in their area of expertise, work closely with faculty mentors in their department, and are invited to participate in the College of Arts & Sciences faculty development programs. Candidates must have completed the PhD or other terminal degree before the starting date of August 2018. Candidates who have not yet had a tenure-track faculty position will have priority. Appointment includes a competitive salary, benefits package, and travel funds for conference participation.

For full consideration, materials must be received by January 29, 2018.
Please complete the following steps:

To begin the application visit: (web link)

Then, create a single PDF document that includes the materials listed below and submit it directly to usdpostdoc@sandiego.edu

- Cover letter
- Curriculum vitae
- Statement of teaching philosophy, including a statement about your experience teaching and mentoring students from communities that have historically been underrepresented,
- Statement of research/creative activity including goals for the next two years and a sample of scholarly or creative work
- Sample syllabus for a course in your area of expertise and a summary of teaching evaluations (if available)
- Three letters of support should be sent directly to usdpostdoc@sandiego.edu. (Please have letter writers include your name in the subject).

The University of San Diego is an Equal Opportunity employer and does not discriminate based upon race, color, religion, national origin, sex, sexual orientation, gender identity, gender expression, marital status, pregnancy, age, physical disability, mental disability, medical condition, covered veteran status, genetic information, or other characteristic protected by federal or state law. The University of San Diego is an equal opportunity employer committed to diversity and inclusion. USD offers same sex domestic partner benefits. Final candidates will complete a pre-employment background check.

2018

The Diversity Postdoctoral Faculty Program Presents

Thursday, April 5, 2018 | 12:15 - 1:45 pm | SCST 133



Devoun Stewart

“The Effect of Changes in Volatile Organic Compounds and Oxides of Nitrogen Emissions on Air Quality and Health in California’s South Coast Air Basin”

Marlene Brito-Millan

“Collaborative Sustainability Science with Indigenous South American Communities of the Lithium Triangle”



Victoria Rodriguez

“An Ecological Approach to Understanding the College Readiness and Persistence of Underrepresented Adolescents”



Food will be provided, register [HERE](#)

Co-sponsored by College of Arts and Sciences
and Center for Educational Excellence

2018

The Diversity Postdoctoral Faculty Program Presents

Thursday, April 12, 2018 | 12:15 - 1:45 pm | SH 204



Channon Miller

“Legacies of Black Death, Diasporic Witnessing, and the Remaking of Black Maternal Grief”

Angela Nurse

“Fashioning Identity: The Racialization of Body Adornment and Modification”



Mychal Odom

“‘California Dreaming:’ The Cultural Work and Lived Experiences of African Musicians in Black Power-era Los Angeles, 1966-1974”



Food will be provided, register [HERE](#)

Co-sponsored by College of Arts and Sciences
and Center for Educational Excellence

COLLEGE OF ARTS AND SCIENCES
DIVERSITY POSTDOCTORAL FACULTY PROGRAM

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As you begin your second semester at USD, we ask that you reflect on your experience as a teacher/scholar. Please use this opportunity to refine your teaching philosophy, solidify your current research trajectory and how consider how you can contribute to the University community through service.

We understand that you may be preparing your portfolio for tenure-track positions so the format of this reflection can take any form that is relevant to your materials. You may consider this as an opportunity to update your cover letter incorporating your experience at USD or you may create more than one document that separates teaching and research.

Additionally, to help us better support departments, please share a bit about your mentoring experience. Has the department provided opportunities to connect with colleagues? Has your faculty mentor observed you teach and provided written and/or verbal feedback? What challenges have you encountered? What additional support would be helpful to you?

Please submit your reflection and mentoring information to Devon Moraes (dmoraes@san Diego.edu) by March 2, 2018.

COLLEGE OF ARTS AND SCIENCES
DIVERSITY POSTDOCTORAL FACULTY PROGRAM

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Your department has benefitted from hosting a diversity postdoctoral faculty member. It is expected that departments incorporate the postdoc faculty member into department life including appropriate department meetings, events, and other community building activities as well as executing the equity-minded mentoring plan described in your proposal.

To ensure efforts “to cultivate inclusive communities within departments” we ask that faculty in your department participate in a conversation with members of the “Faculty Diversity Recruitment and Retention Committee” (aka “The Postdoc Committee”) to reflect on the experience. This conversation will precede the completion of a written reflection that will be submitted to the Dean’s office.

Elements of the reflection include:

- How has the contributions of postdoc faculty member contributed to the vision of the department?
- How has the postdoc’s expertise expanded or complemented future hiring plans?
- How has the postdoc enriched the department and served to promote an equity agenda within your discipline?
- What has been a challenge for the department?
- What additional support does the department need to promote equity and inclusion?

In addition, please have the faculty mentor(s) complete the attached “mentoring report.”

Please provide a concise description of the proposed initiative, addressing each of the following areas:

The University of San Diego is committed to increasing the diversity of faculty and students as evidenced by Goal 2 “Strengthening Diversity, Inclusion, and Social Justice,” therefore this proposal is not intended to convince you that recruiting high quality, diverse faculty is important, but rather that a sustainable budgetary model that funds the Diversity Postdoctoral Faculty Program (DPFP) will benefit the University community and beyond.

USD can become a model for a postdoctoral program that emphasizes teaching excellence in the context of a primarily undergraduate institution within Catholic higher education. We are poised as an engaged, contemporary Catholic university that can prepare faculty for success in the academy whether they continue their career at USD or another institution. With sustainable, University-wide funding, the program can grow beyond the College and while it will initially focus on undergraduate faculty, the program can expand to support faculty in the professional schools.

The program growth will include creating a network with other Catholic Universities to foster connections for our Postdoctoral faculty and to prepare them for success at institutions that align with our mission.

The innovative approach of this program is that it is grounded in a cross-disciplinary, multi-unit faculty committee that will serve to ensure that the goals of the program are implemented consistently and aligned with the mission and vision of the university.

The committee approach to recruitment creates a natural cohort of postdoctoral faculty who are positioned to work together in their journey toward becoming excellent teacher/scholars. The collaborative nature of the recruitment extends into the mentoring program for these new faculty members. The committee members themselves become natural advocates and mentors for the new postdoctoral faculty when they arrive on campus. As the program extends across units, the committee serves to anchor the program to the mission.

The success of the college program is an indicator that diverse faculty improve the quality of instruction and research indicates that all students benefit from learning from faculty from various backgrounds. Ultimately we know that recruiting and supporting excellent faculty will benefit the university community by ensuring that a diversity of thought, experience, and perspectives are shared and valued.

At the department level, new faculty members bring the dynamics of the ever-changing discipline and can demonstrate innovative teaching and research practices. As we become more systematic in the program, USD will be an important part of the pipeline for the academy more broadly. Having a teaching postdoctoral position at the University of San Diego will mean that a candidate is well prepared for teaching success and prepared to make significant contributions to their field.

The College has been recruiting for the Diversity Postdoctoral Faculty Program for five years. The 2017-2019 cohort is the largest group of postdoc faculty with six faculty members placed in departments across the College. It is already clear that the cohort model is benefiting the faculty members who have created their own network and community of support.

The program has put USD on the national stage and we are getting high quality applicants from across the nation. The success of the program can be seen in our current faculty who earned PhDs at Stanford, Howard, Michigan State and Boston University.

Faculty who have participated in the program have earned permanent positions. Three postdoctoral candidates are now in tenure-track positions in the College. Other faculty have earned positions at the University of Pittsburgh and another is in an industry position as an Air Pollution Specialist. The remaining faculty members continue in the program.

The Diversity Postdoctoral Faculty Program has been successful at recruiting and retaining high quality faculty who have enriched our curricular offerings and expanded the perspectives offered in the classroom and in our faculty community. To truly enact Goal 2 of the Strategic Vision we must increase faculty diversity so that it not only aligns with student demographics, but that it truly reflects and represents the diversity of our nation.

Full Proposal Questions

Briefly describe the feasibility of carrying out this initiative (i.e. capability of being done within the identified constraints - time frame, allocated funds, available resources).

If funded, the feasibility of the program is realistic since the College of Arts and Sciences has been supporting the current Post Doctoral Program for the past four years. The structure of the program allows for faculty to be recruited beginning in late November and then to begin teaching at USD the following fall. The salary for Postdoctoral fellows is comparable to a full-time, non-tenure track, benefits based faculty member in the College, but teaches a 2/1 or 2/2, which eases the transition to a tenure track position. The goal is to create a pipeline for faculty into a primarily undergraduate institution within the context of Catholic Higher Education.

Briefly describe the achievability of this initiative (i.e. the ability to be brought about or accomplished successfully).

The program is already successful. Postdoctoral faculty have been recruited and found tenure-track positions, including three at USD. The College has increased its faculty of color in tenure track positions by 5% in the past 4 years. Of the untenured faculty in the College, faculty of color make up 25% of the cohort. There is a clear correlational relationship between the creation of the Dean's Advisory Council on Diversity Recruitment and Retention and the Postdoc Faculty program and the College's ability to recruit and hire outstanding faculty with diverse perspectives.

Briefly describe the measurability of this initiative (i.e. the susceptibility to measurement).

There are a variety of ways we can measure success of the program. We will track the success of the postdoctoral faculty placement into tenure line positions. We can review student and peer evaluations of teaching to ensure that postdoc faculty are successful in the classroom.

Students and Faculty

From your selections above, please describe the direct benefits (e.g. increase student success, increase student scholarship funds, elevate USD's prominence in the community, generate a revenue stream for the university, etc.)

The direct benefits include increasing the number of faculty who come from underrepresented groups and increasing the visibility of faculty whose perspectives are underrepresented. This will benefit students by exposing them to a variety of viewpoints in the classroom. The College is in a position to support the hiring of faculty in a variety of departments and can support faculty through the process. By diversifying faculty we will be better prepared to educate students for today's urgent challenges that face communities in our region and beyond.

Has base funding already been identified for this initiative?

Since 2014, the College of Arts and Sciences has been funding three positions using "soft money" from unfilled tenure track lines. For the 2017-2018 academic year, the Provost's office has awarded an additional \$250,000 for a total of six postdoc faculty. We understand that this cohort is an anomaly, but we have witnessed that a strong cohort creates a supportive environment. Within the group of six, the faculty members have initiated their own writing group and other support systems that have helped them adjust to their position and USD. We feel that a cohort of four faculty is sustainable over time and will allow faculty to join the USD community for up to two years. This teaching postdoc experience will prepare faculty to successfully join USD as tenure track faculty or other University's with similar missions.

What is the estimated total budget amount for this initiative?

\$300,000 per year

What funding amount are you requesting?

\$300,000 per year

Physical Space Needs

Does the initiative require any physical space needs? Please explain:

Departments who apply to participate in the program need to provide office space for the faculty member. This can be a shared space.

2. Can the space needs be addressed with existing space currently assigned to your affiliated department? Please describe:

Yes – although most departments in the College need more faculty office space to meet current demands on space.

3. If the space needs cannot be addressed with existing space currently assigned to your affiliated department, what are your suggestions for meeting these space needs?

n/a

4. Do you have any other comments about your space needs? Please share:

The new “Learning Commons” building will not provide office space for faculty. Given the desperate needs for office space for faculty, I am hopeful that we can reimagine space configurations in current College buildings including Camino, Founders, Serra, and Maher.

Equipment & Resources Needs

1. Does the initiative require any special equipment or physical resources? Please explain:

Given that the focus is on teaching, there is minimal equipment or lab space needed. There may be some cost associated with teaching specific classes.

2. Can the equipment/resource needs be addressed with existing equipment/resources currently assigned to your affiliated department? Please describe:

Because the focus is on teaching, additional costs will be maintained within a departmental teaching load.

3. If the equipment/resource needs cannot be addressed with existing equipment/resources currently assigned to your affiliated department, what are your suggestions for meeting these equipment/resource needs ?

4. Do you have any other comments about your equipment/resource needs ? Please share:

Personnel Needs

1. Does the initiative require any special personnel? Please explain:

No. Only the hiring of the postdoc faculty.

2. Can the personnel needs be addressed with existing personnel currently assigned to your affiliated department? Please describe:

Supporting the faculty would come from the current department structures. Faculty would serve as mentors for postdocs. The Dean's office will support mentors and new faculty.

Other Needs

1. Does the initiative require any other needs? Please explain:

Outcome #1: Briefly describe outcome.

Hire new cohort of postdoc faculty every two years.

Measure #1: Describe the form of assessment that will be used to measure success of this outcome (i.e. collected data points, trend data, survey results, milestone checklist, summary report, etc):

Successful recruitment and mentoring. Placement into tenure track positions.

Benchmark/Criteria #1: Describe the extent to which you expect to achieve this outcome, include a target time frame or date.

Given our current success, we expect faculty will earn tenure track positions for a seamless transition to the academy.

Outcome #2: Briefly describe outcome.

Create a climate within departments that supports an equity agenda for new faculty and encourages hiring practices that deepen multiple perspectives and community engagement.

Measure #2: Describe the form of assessment that will be used to measure success of this outcome (i.e. collected data points, trend data, survey results, milestone checklist, summary report, etc):

Survey department mentoring procedures to ensure equity agenda. Identify whether tenure track faculty hiring aligns with goals of postdoc program.

Benchmark/Criteria #2: Describe the extent to which you expect to achieve this outcome, include a target time frame or date.

Our goal is to increase the percentage of tenure track faculty of color by 5% in the next five years. It is difficult to shift the total percentage of faculty since tenure track lines infrequent, but the College has made significant progress in the past 5 years.

Major Action Step #1 (MAS1)

A major action step clusters a group of tasks to be performed in support of the proposed initiative and divulges responsible parties, required resources, and targeted dates.

MAS1: Concise Description

Currently the Committee on Diversity Recruitment and Retention works to recruit and mentor faculty. Specifically, the primary charges of the committee are:

- Support department searches for the postdoctoral faculty member.
- Act as an advisory group for the Diversity Postdoctoral Faculty mentoring program and recruitment process.
- Identify and bring speakers to campus to discuss matters pertaining to enhancing diversity through recruitment and retention.
- Communicate information about the committee's work to faculty, staff and students.

The Committee reports to the Dean of the College. Departments are selected by the committee to participate in the program when they can demonstrate curricular need and a mentoring program that supports an equity agenda.

MAS1: Parties Responsible (only group names or titles)? For example: senate, advisory board, UG student representatives, provost office, etc

Department Chairs, Dean of the College, Dean of other units who may participate in the program.

MAS1: Required Resources: human, fiscal, physical, and technological resources

MAS1: Targeted Start Date (month, year)

Fall 2018

MAS1: Targeted Completion Date (month, year)

On-going