New Chairs Two-day Workshop

Academic Advancement

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Vice Provost -- Academic Affairs

September 10-11, 2019

UCDAVIS
ACADEMIC AFFAIRS

Roadmap

1. Resources and tools for chairs

2. Important changes for 2019-20 and beyond: the Annual Call

3. Step Plus updates

4. Review of the merit and promotion process

Part 1: Resources and Tools

Advancement Policies and Practices: Resources

- APM 210 lists the review criteria for Academic Senate Series

- APM 220 describes system-wide policy for merits/promotions in the Professor series

- APM 285 describes system-wide policy for the Lecturer SOE series

- APM **UCD** 220 and APM **UCD** 285 describe campus implementation of APM 220 and APM 285 plus our procedures, checklists, and sample letters

- See the Step Plus Toolkit on the Academic Affairs website for information and guidance

APM – http://manuals.ucdavis.edu/apm/apm-toc.htm

Academic Personnel Manual

Table of Contents

Universitywide policies listed below begin with "APM." UC Davis policies and procedures begin with "UCD" and are highlighted below. Not all Universitywide policies have UCD procedures. Universitywide policies are issued by the Office of the President and apply to all campuses and laboratories. UCD procedures are developed by Academic Affairs and issued by the Offices of the Chancellor and Provost and apply only to UCD, which includes all units under the jurisdiction of UC Davis, located in Davis, Sacramento, and all off-site locations.

Throughout these policies, the term "Chancellor" refers to the Chancellor and/or the Chancellor's designee. Responsibilities that cannot be redelegated by the Chancellor are stated explicitly within the policy.

Select a link to view the specific section:

I. General University Policy Regarding Academic Appointees

APM

Chair's Roles in the Academic Personnel Process:

See APM 245, APM UCD 245, Exhibit A: Duties of Clinical Department Chairpersons

- *Liaison* between faculty member & Dean/Administration
- Proactive *mentor* in career advancement of faculty
  - Meet at least annually with each faculty member (more frequently with junior faculty)
- Ensures department and university policies are followed in all personnel actions
- Agent for change in making personnel processes fairer and more efficient
- Sets the standard for department climate and modes of interaction

Part 2: Important changes for 2019-2020 and beyond

The Annual Call

- Issued in summer (e.g., September 2019)

- Reminders about process steps and best practices

- Summarizes and links to recent Academic Affairs' advisories

- Due dates for academic personnel actions to department, Dean's office, and Vice Provost's office

- Identifies what has changed since last year, and offers reminders and clarifications about things to do or to avoid

- <u>Make sure to read the Annual Call and discuss it with your academic personnel staff member!!!</u>

- Discuss the important changes with your faculty, as well

Academic Affairs

Serving the Professional Academic Community at UC Davis

Quick Links ›

PEOPLE ›   RESOURCES ›   POLICIES ›   PROGRAMS ›   TOOLS ›   WORKSHOPS ›   HONORS ›   DIVERSITY ›

Annual Call

Download 2018-19 Annual Call for Academic Personnel Advancement Actions (PDF)
Download 2018-19 Annual Call Appendix A (PDF)

August 13, 2018

DEANS, EXECUTIVE ASSOCIATE DEANS, ASSOCIATE DEANS, ASSISTANT DEANS, VICE PROVOSTS, VICE CHANCELLORS, DEPARTMENT CHAIRS AND ACADEMIC PERSONNEL EXPERTS

› Academic Enrichment Fund (AEF) Accounts

› Academic Advisories

› Academic Personnel Manual

Recommendation: Also check "Historical Annual Calls" for last 2-3 years

ANNUAL CALL

- New 2019-2020 deadlines for academic personnel actions

  - **Administrative Deferrals will again be optional in 2019-2020.** Deadlines for actions due to the Vice Provost's Office are published in the Annual Call and Deans' Offices set additional deadlines to allow for timely review at their level.
  - **Deans have discretion to impose administrative deferrals for redelegated actions.**
  - **If any non-redelegated 2019-2020 action is late without obtaining prior approval of an extension from Academic Affairs, the action will automatically be designated as an "Administrative Deferral", and the candidate will be eligible in 2020-2021.** The advancement will not be made retroactive to the previous year. Note: Five-year reviews and 7th-year tenure cases cannot be designated as Administrative Deferrals.

ANNUAL CALL

- New 2019-2020 deadlines for academic personnel actions

Reminder: Deadline for Submitting Materials to Review Files in 2019-2020 – Please notify your faculty! In the past, UC Davis allowed candidates to submit additional materials to a review file until December 31. Effective with the 2017-2018 review cycle, this date was changed to **September 30**. **Materials will not be accepted after September 30 unless the person undergoing review is an Assistant Professor in his/her "seventh year" of service.** For example: a journal article accepted as in-press on October 12, 2019 cannot be included in the 2019-2020 review file. Please be sure to communicate this information to all academic members of your unit(s).
Please do not request exceptions to this – they will not be granted.

Part 3: Step Plus Update and Reminders

2019-2020: Step Plus, 5 years of experience

- The Academic Senate and Academic Federation transitions are now over.

- The following Academic Federation (AF) titles are now on the Step Plus System (click each title for a link to their Step Plus advancement guidelines):

  Academic Administrator Series
  Academic Coordinator Series
  Adjunct Professor Series
  Assistant/Associate University Librarian/Law Librarian Series
  Continuing Educator Series
  Health Sciences Clinical Professor Series
  Professional Researcher Series
  Project Scientist Series
  Specialist in Cooperative Extension Series
  Specialist Series
  University Extension Teacher Series

Reminder: Step Plus Advancement Dossiers

Step Plus is rewarding outstanding teaching and service more than we did previously, so accuracy and detail in dossiers is essential!

- Provide complete description of teaching responsibilities (% responsibility, average loads), etc.

- Conduct substantive peer review of teaching for promotions and marginal cases

- Assess impact of candidate's contributions to diversity

- Update all activities (candidate signs off on dossier for accuracy!)
    - Include mentees only from review period
    - Include post-degree positions of PhD mentees
    - Include only service activities during the current review period
    - Add web links documenting editorial board service

Reminder: although candidate can state a preferred action in the Candidate's Statement, routing of subsequent review and decision is determined by the majority department, FPC, or dean recommendation.
    - If any of these reviewing bodies supports a non-redelegated action (e.g., 2.0 steps), it becomes non-redelegated and is reviewed by CAP and the VP-AA.

Writing effective department letters for Step Plus actions

- If >1.0 step advancement is being recommended by the majority of the department:
  - Clearly identify which areas of performance are outstanding
  - Explain ways in which performance greatly exceeds expectations and is outstanding for regular advancement

- Report the full vote and all the rating scores (if these were done)

- Address potential weaknesses in the record, as well as strengths

- Recommended: append all ballot comments to the letter.
  - "NO" voters are expected to provide explanation (but votes still count even if they decline to)
  - Encourage comments on positive ballots, as well!

- Indicate rationale for recommendation within Step Plus framework– which, if any, areas are deemed "outstanding", and why?

- Provide a clear description of the department vote

Please report Step Plus votes unambiguously!

Example: "Of the 25 faculty eligible to vote on this action, 20 voted and 1 abstained. 20 voters supported at least 1.0-step advancement. Of these, 8 supported at least 1.5-step advancement based on outstanding research, and 3 of those also supported 2.0-step advancement for outstanding teaching."

Examples of good voting templates

A.

Vote	Check box
Support 1.0 (normal advancement)	
Support 1.5 step	
Support 2.0 step	
Do not support advancement	
Abstain	

B.

Unit	Voting action				
	Do not support	1.0 step	1.5 steps	2.0 steps	Abstain
Division/section					
Department					
Total					

Examples of good voting templates

C. Which of the following options do you feel is most appropriate for merit advancement? *Please vote for only one option.*
(Note: a vote for a higher step implies support for all lower steps.)

- o I vote in favor of a 2.0 step increase
- o I vote in favor of a 1.5 step increase
- o I vote in favor of a 1.0 step increase
- o I do not support merit advancement
- o Abstain

D. For appraisals:

Voting action			
Positive	Guarded	Negative	Abstain

Making Step Plus Fairer

- Implicit biases based on gender, race, and family status are particularly common
- Implicit biases reduce our ability to fairly evaluate non-majority candidates
  - Extramural referees
  - Student evaluators
  - Department peers
  - Review committees and administrators
- Implicit biases are known to affect self-review and self-promotion
  - Which action will a given candidate think is deserved?
  - Stereotype threat; the Imposter Syndrome
- Impacts of implicit biases can be reduced if they are recognized and called out

UC Davis: Accelerations-in-time Showed Signs of Gender Bias

2008-13 data from UC Davis ADVANCE:

Women were 36% less likely to seek accelerated tenure than men (25.5% vs. 39.7 % of dossiers put up for acceleration), but overall were as likely as men men to succeed.

In STEM, women were 29% less likely to pursue accelerated tenure, but were *more* likely to succeed

Best practices to reduce the impacts of implicit bias

- Recognize that implicit biases exist and challenge fair evaluation
  - → Raise awareness of patterns of implicit bias
  - → Learn to recognize and call out biases when apparent

- Create and use more specific, structured evaluation criteria

- When voting on merits or promotions, consider rating a faculty candidate's performance in each of the critical academic spheres

- Use processes that increase careful evaluation at the department level and decrease the role of variation in the personalities of candidates

The Role of the Candidate's Preferred Action

It is the candidate's right to pursue advancement, even if the department vote is negative or the dean is not supportive.

However, at the urging of the Senate, we are no longer requiring, or even recommending, that the candidate make a specific advancement request.

It is our hope that this change will:

- encourage more thorough analysis of the dossier by department peers

- reduce the need for peers to vote "against" a specific candidate request

- allow the candidate to present their case and simply rely on department evaluation.

Part 4: Updates on the "new" Senate LSOE series: LPSOE/SLPSOE/LSOE/SLSOE

Working title change is:
"Professor of Teaching _____ "

SOE faculty vs. Unit 18 Lecturers:
Why hire into these two series?

L(P)SOE series faculty – these are Academic Senate members

- Need for excellence and innovation in classroom teaching

- Curriculum, course development

- Transform and update teaching approaches in the discipline based on research, learning assessment, etc.

- Research in the underlying discipline and/*or* in pedagogy counts for advancement

Unit 18 Lecturers – these are not Academic Senate members, but are members of the Academic Federation and are union-represented

- Manage teaching loads too high for available Senate faculty

- Requirement for consistent, excellent classroom teaching

- Temporary teaching needs, e.g. replacing retirees or those on leave

- Fill teaching needs in specialty "gaps"

- Must show evidence of no less than excellent teaching for advancement to Continuing Lecturer

LSOE Series Advancement

Materials submitted in support of an appointment or advancement action should provide a comprehensive assessment of the candidate's qualifications and performance in the areas specified below:

A. **Teaching and Learning**
B. **Professional Achievement and Activities**
C. **University and Public Service**

Although LPSOEs are expected to build significant expertise in the scholarship of teaching and learning, our campus does not require peer-reviewed publications in pedagogy for promotion from LPSOE to LSOE.

Policy References – APM 210, APM 285 and APM UCD 285

LPSOE→ LSOE Promotion

⭐ **Teaching excellence**
- Assigned classroom teaching should allow sufficient time to participate in pedagogical innovation and professional development as educators

⭐ **Professional and/or scholarly achievement and activity, including creative activity**
- Includes scholarly professional activities and research in both the underlying discipline and in pedagogy

⭐ **University and public service**
- As for Assistant Professors, Department Chairs should avoid assigning heavy service responsibilities to LPSOE faculty members

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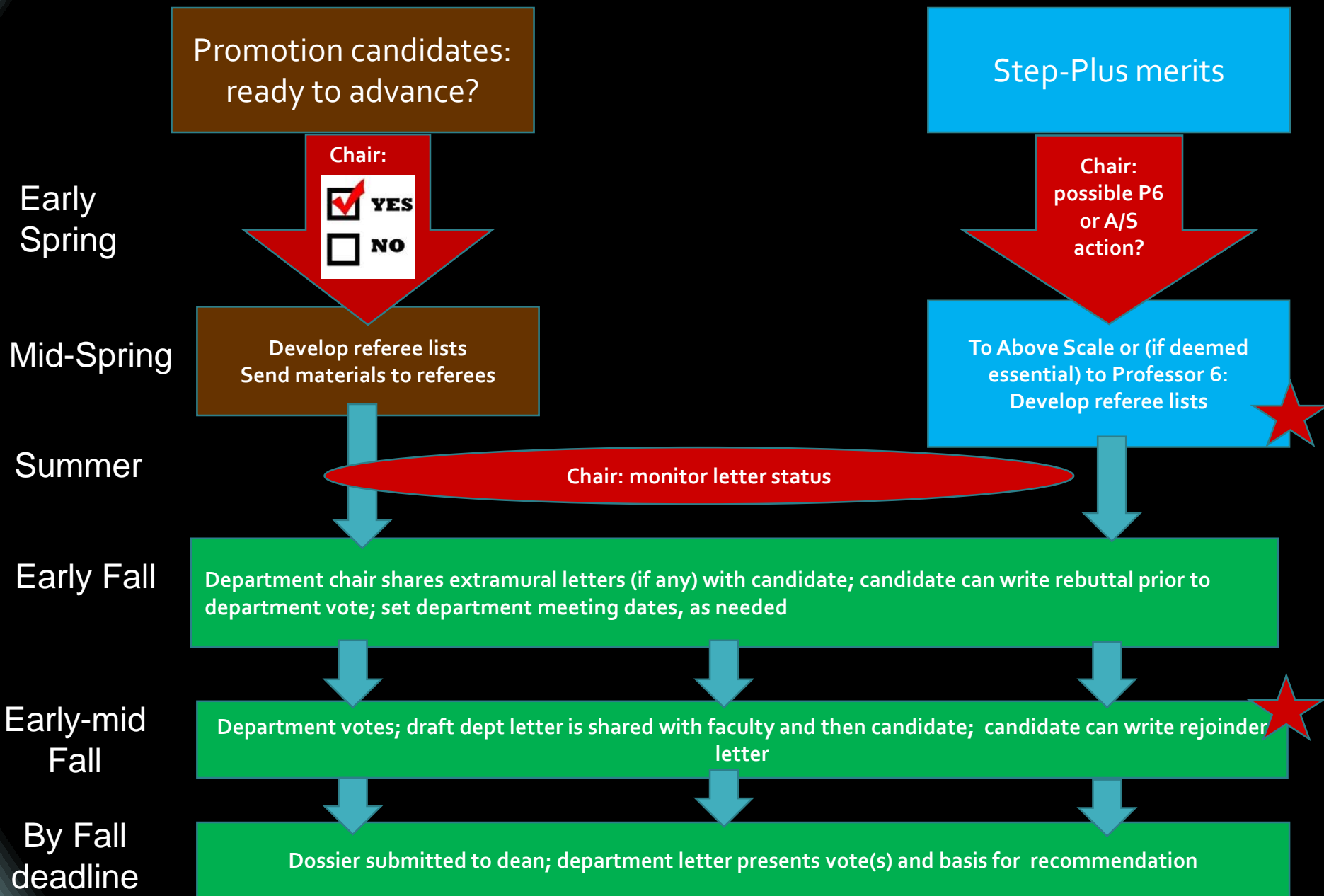~30

~60

☐T & L ☐Prof. Act ☐Service ☐
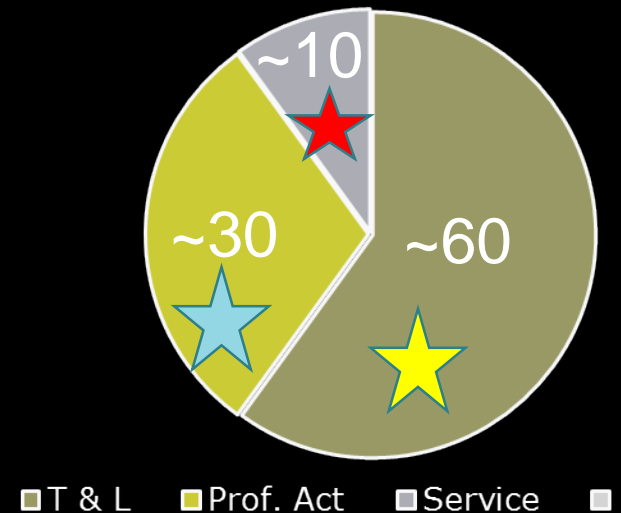
The "new" SOE series: Advice for Chairs

- Review your department voting rules (refer to Senate Bylaw 55)

- SOE faculty are members of the Academic Senate, and should have considerable latitude in choosing their own activities for professional growth and scholarship

- Duties or assignments negotiated with the Chair, especially if demanding, should have a strong creative and scholarly element with a focus on teaching and learning

- Consider developing a Plan for Progress with new SOE faculty members

- Consider consulting with the Center for Excellence in Education on peer review

Promotion candidates: ready to advance?

Step-Plus merits

Early Spring

Chair:
☑ YES
☐ NO

Chair: possible P6 or A/S action?

Mid-Spring

Develop referee lists
Send materials to referees

To Above Scale or (if deemed essential) to Professor 6: Develop referee lists

Summer

Chair: monitor letter status

Early Fall

Department chair shares extramural letters (if any) with candidate; candidate can write rebuttal prior to department vote; set department meeting dates, as needed

Early-mid Fall

Department votes; draft dept letter is shared with faculty and then candidate; candidate can write rejoinder letter

By Fall deadline

Dossier submitted to dean; department letter presents vote(s) and basis for recommendation

Extramural Referees

- Which referees are NOT arm's-length?

  - Former mentors, mentees; collaborators; close friends or professional associates; relatives

  - Encourage referees to describe their relationship to / knowledge of the candidate below the signature block

- Developing lists of extramural referees

  - Ask candidate to generate a list of colleagues/experts who can evaluate the work (this list may include arm's-length referees). *These cannot be from UC Davis.*

  - Chair generates *a completely independent* department list *of arm's-length referees only*

  - Any referee on both lists can legitimately be "claimed" for the department list

- The Chair identifies each extramural letter as "arm's-length" or "not arm's-length" and as being from department's or candidate's list

Extramural Referees

- The Chair identifies each extramural letter as "arm's-length" or "not arm's-length" and as being from department's or candidate's list

- Arm's length letters carry more weight and credibility than non-arm's length letters

- Also consider the quality of the academic institution where the letters writers are. It is preferable to have letter writers from institutions that are considered our "peers," particularly with respect to research and scholarship

Communication with Extramural Referees

- Contact potential reviewers by early Spring Quarter
    - At least half should be from the department list
    - When the department vote favors a Step Plus action that requires letters, request extension from VP-AA and expedite letter requests in fall!

- Provide reviewers a time frame for response & information about campus work-life policies (see links to template letters on AA website)

- Send CV, draft of candidate's statement, publications; book chapters or manuscript (only if book is <u>very</u> near acceptance), and other teaching-related material for LSOEs

    - Send publications *only from the period under review*

    - For merits to Above Scale, even though the whole career provides context, encourage referees to discuss recent work

    - Keep sending reminders, as needed!!!!!

NOTE: Solicit **intramural letters** from Grad Dean (if candidate is a grad group chair), Center Directors, Clinic Directors, peer reviewers of teaching (for promotions and all merits for LSOE series faculty)

Letters are Not Required for Merit to Prof 6: Implications

- APM 220-18b: Merit to P6 requires evidence of "great academic distinction, recognized nationally, ... in scholarly or creative achievement or teaching"
- Letters may be especially helpful if > 1.0 step is anticipated for faculty at Step 4.0 or 4.5

- *Without letters from national authorities, such impact may be harder to demonstrate for some candidates. Use your judgement!*

- The dossier should thoroughly document:

  - National scholarly impact of publications (citations, etc.)

  - Invitations to speak/exhibit/perform, especially plenary addresses

  - National/international service based on scholarly/creative work

- At their discretion, the Dean, CAP or VPAA may request extramural letters in some cases

Extramural Letters for Merit to Above Scale

- Explain criteria for advancement in solicitation letter.

- APM 220-18b 4) describes the criteria for advancement to Above Scale:

     "Advancement … involves an overall career review and is reserved only for the most highly distinguished faculty: (1) whose work of sustained and continuing excellence has attained national and international recognition and broad acclaim reflective of its significant impact; (2) whose University teaching performance is excellent; and (3) whose service is highly meritorious…"

- Ensure that some letters are from international authorities

- Include letters, if possible, from high-level faculty <u>in the UC system</u>

  - Note: Not all UC campuses use the title "Distinguished Professor" for the Above-Scale rank

Work-life Language

Language that should be used in ALL requests for extramural review of UC Davis faculty:

"UC Davis encourages its faculty members to consider extensions of the (pre-tenure/review) period under circumstances that could interfere significantly with development of the qualifications necessary for (tenure/advancement). Examples of such circumstances may include birth or adoption of a child, extended illness, care of an ill family member, or significant alterations in appointment.

Please note that under this policy the overall record of productivity and scholarly attainment forms the basis of your evaluation. Time since [appointment/promotion] is not a factor in this review."

The Candidate's Statement

- Restrict to 1-5 pages (slightly longer statements may be appropriate for P6 and Above Scale) – please send back longer letters for shortening

- Should present candidate's perspective in all areas under review in language accessible to non-specialists

- Should include an analysis of impact of work, stressing intellectual leadership, creativity and uniqueness of work, and identifying technical contributions

- Do not recapitulate what is already in the dossier

- Should focus only on the period under review!

- Can discuss challenges encountered, future plans

First Dossier Review by Candidate

- <u>Before</u> department faculty review, candidate checks dossier, *including redacted extramural letters*

- Candidate must correct errors in his or her MIV entries

  - It is the candidate's responsibility to check for accuracy of MIV information (e.g. service periods on editorial boards, committees or review committees, dates of grants)

- Candidate may write rebuttal letter within 10 calendar days to respond to issues raised in redacted extramural letters. This letter will be included for voting faculty review.

Departmental Vote

- Votes are totally confidential

- Negative votes *must* indicate reasons on ballot

- Under Step Plus, positive comments are also extremely important, and encourage your faculty to provide them

- Consider an online voting system, e.g. ASIS from the Senate

Before your first action of the 2018-19 merit cycle:

- Review your current voting procedures and Senate Bylaw 55, if you have not done so in the past 1-2 years

  - Many departments have recently hired LSOE series faculty

  - Consider the role that more junior faculty can play in the process–many do not fully understand the benchmarks ahead of them

Evaluation of Scholarly and Creative Work

Scholarly *independence* is no longer a key criterion for Senate faculty, given that many research areas are highly collaborative

Evidence for intellectual/conceptual *leadership*, uniqueness and creativity should be stressed for the Professor series
- Candidate: Care should be taken in describing Contributions to Jointly Authored Works
- Reviewers: Leadership should not be assumed just from authorship position.

Candidate and department letter should d*escribe* how contributions originated or changed the course of the project.

Public Scholarship and Engagement @ UC Davis

Michael Rios
Vice Provost, Public Scholarship and Engagement
Office of the Provost and Executive Vice Chancellor

Public Scholarship Defined

Public Scholarship exemplifies **excellence** in research, teaching, and creative practice that focuses on **issues of public concern.** It is useful to, and often developed in concert with, **diverse audiences beyond the university**.

"Public Scholarship refers to diverse modes of creating and circulating knowledge for and with publics and communities."

Imagining America

"Where we work, we're listeners. We have to understand what the needs are of our community partners. I think an important piece for me in engagement is being invited. I think that sometimes we as academicians can be a bit arrogant: that we know what's wrong with the world and how to fix it."

Professor,
School of Veterinary Medicine

UCDAVIS
PUBLIC SCHOLARSHIP
AND ENGAGEMENT

A Recent History of Engagement at UC Davis

1990s
Kellogg Commission of State and Land-Grant Universities

2013
Communities and Scholars Engaged (CASE)

2015
"Community-Engaged Scholarship at UC Davis: A Strategic Vision"

Carnegie Foundation Community Engagement Classification

2017
Imagining America

2018
Office of Public Scholarship and Engagement

"I think part of this process is going to require communicating the value of engaged scholarship. The truth of it is UC Davis is a land-grant institution, so service is so key to what makes us a land-grant and yet, I don't think engaged scholarship has been recognized as exemplary of the service we're mandated as a land-grant public institution. So we need to re-embrace what land-grant means."

Associate Professor, College of Agriculture and Environmental Sciences

UCDAVIS
PUBLIC SCHOLARSHIP
AND ENGAGEMENT

What is the Office of Public Scholarship and Engagement?

The four primary roles of PSE are to:

- **Communicate** the value, importance, and impact of engaged scholarship and engaged learning.

- **Convene** individuals and groups to build collaborative relationships, partnerships, and networks.

- **Collaborate** on university and community partnerships, training, workshops, and events.

- **Champion** engaged scholarship and engaged learning to increase resource support and begin implementing changes that advance the ways the university works to support publicly-engaged research, teaching, and learning for faculty, staff, and students.
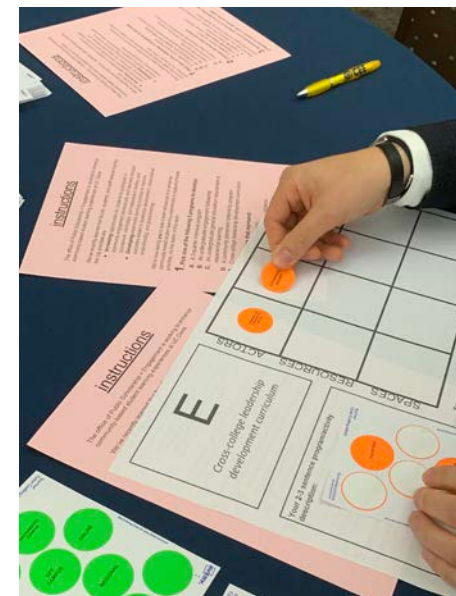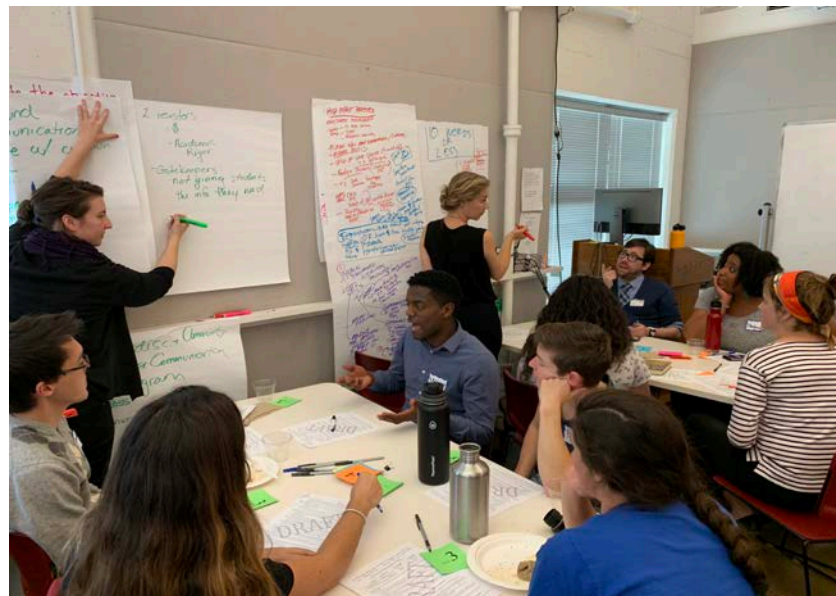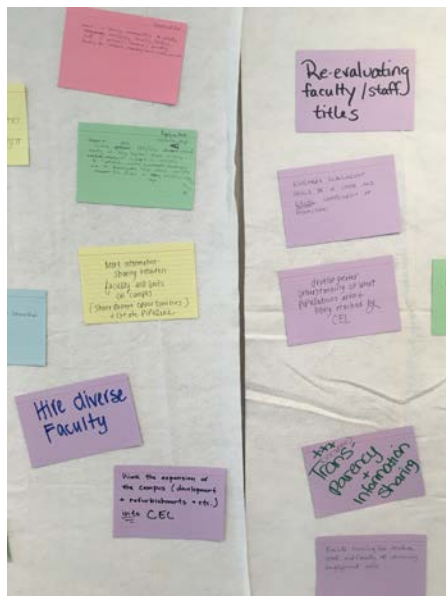
A VISION FOR PUBLIC SCHOLARSHIP AND ENGAGEMENT AT UC DAVIS

VISION

Cultivate and foster a culture of engagement that rewards and recognizes public scholarship in research, teaching, and service; builds the collective capacity and scholarly excellence of the UC Davis community; and increases the university's impact and visibility through mutually-beneficial relationships that have local, regional, statewide, and global reach.
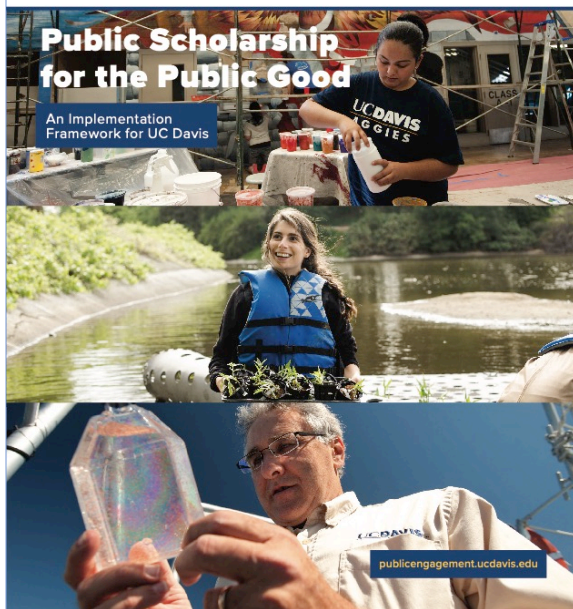
Draft Goals + Objectives

Draft Implementation Framework

Implementation Framework Launch

Listening	Sharing		Aligning	Collaborating	Launch
AY 2017/18	Fall 2018		Winter 2019	Spring 2019	Spring 2019

Goal Alignment

GOAL 1:
Reward and recognize public scholarship in research, teaching, and creative practice

GOAL 2:
Develop and improve community-based learning experiences

GOAL 3:
Increase mutually beneficial community engagement and public impact

To Boldly Go: A Strategic Vision for UC Davis

Strategic Plan Goal 1

Provide an educational experience that prepares all of our students to address the needs and challenges of a diverse and changing world.

Strategic Plan Goal 2

Enable and support research that matters at the frontiers of knowledge, across and between the disciplines, in support of a healthy planet and the physical and societal well-being of its inhabitants.

Strategic Plan Goal 3

Embrace diversity, practice inclusive excellence and strive for equity.

Strategic Plan Goal 4

Support our community, region, state, nation and world through mutually beneficial and impactful partnerships that reflect a firm commitment to our mission and increase the visibility and reputation of the university.

Strategic Plan Goal 5

Create an intellectual and physical environment that supports the development of an innovative and entrepreneurial culture that extends the benefits of our research activities beyond the boundaries of the university.

UC Davis Diversity and Inclusion Strategic Vision

GOAL 1:
Identify, attract, retain, and graduate a diverse student body

GOAL 2:
Identify, attract, and retain a diverse faculty and staff

GOAL 3:
Advance a climate that fosters inclusion excellence

GOAL 4:
Promote diversity and inclusion in research, teaching, public service and training across campus and in neighboring communities.

GOAL 5:
Ensure accountability for diversity and inclusion efforts, throughout the campus and in neighboring communities

Goals And Objectives

Goal 1: Reward and recognize public scholarship in research, teaching, and creative practice

1.1 Increase awareness, understanding, and acceptance of public scholarship and engagement among the university community and general public

1.2 Provide incentives to faculty for incorporating public engagement into research and teaching

1.3 Integrate public scholarship with UC Davis' colleges, schools, and other academic units to support activities and increases outputs

1.4 Introduce ways to recognize public scholarship in university policies, program reviews, and faculty recruitment, merit, advancement and promotion reviews

Goal 2: Develop and improve community-based learning experiences

2.1 Promote and support coordinated university-wide engaged learning experiences

2.2 Provide tools and resources to support student learning in community settings on our campuses, in our region, and throughout the world

2.3 Increase opportuIncrease opportunities for students to participate in community engagement domestically and internationally through research, coursework, internships, and independent studies

2.4 Promote student learning that incorporates collaborative leadership, creative problem-solving activities, and intercultural engagement

Goal 3: Increase Mutually Beneficial Community Engagement and Public Impact

3.1 Enhance communication channels to increase public access to university expertise, resources, and data

3.2 Promote diversity, equity, and inclusion in public scholarship, community engagement, and in recruiting and retaining engaged scholars

3.3 Facilitate the creation of new, and support for existing, community-university partnerships, and statewide, regional, and global multi-sector consortiums that will address community-based and policy-relevant issues

3.4 Enhance visibility and presence of UC Davis to facilitate engagement between the larger Sacramento region and the university's Davis and Sacramento campuses utilizing research, technical assistance, and community-based learning experiences

ACTIVITIES

Academic Unit Consultations	
Annual Forum/Symposium	
Awards and Recognition	
Collaborative Commons	
Community Fellowships and Grants	
Curricular Program Development	
Faculty Fellowships and Grants	
Faculty Workshops and Mentoring	
Graduate Fellowships and Grants	
Information Resources	
Learning Communities and Networks	
Lectures and Roundtables	
Merit, Advancement, and Promotion Assessment	
Policy Education and Advocacy	
Proposal, Grant, and Contract Assessment	
Regional Consortium	
Staff Workshops and Mentoring	
Student Learning Metrics and Assessment	
Student Workshops and Mentoring	
The Co-operative	
The Collaboratory	
Undergraduate Fellowships and Grants	

AGEMENT AND PUBLIC
IMPACT

1.3

Impact Activities

Academic Unit Consultations

Faculty Fellowships and Grants

Staff Workshops and Mentoring

Imagining Engagement

OPSE could work with college and school deans to incorporate public schol-arship into unit-wide initiatives, grant programs, and other faculty incentives. Possibilities might include engagement action plans, coordination mecha-nisms to support curriculum-based projects with non-university groups, and document templates for memoranda of agreements, community IRBs, techni-cal assistance contracts, among others.

Potential Collaborators

Academic Unit Consultations

- Colleges and Schools

Faculty Fellowships and Grants

- Academic Affairs
- Colleges and Schools
- Development and Alumni Relations
- Global Affairs
- Office of Research

Staff Workshops and Mentoring

- Office of Diversity, Equity, and Inclusion
- Staff Assembly

du/our-im-pact/engaged-department-grant-pro-gram

3.4

Impact Activities

Annual Forum/Symposium

Regional Consortium

The Co-operative

Imagining Engagement

UC Davis could develop the Co-operative as a physical co-working space for university faculty, students, and non-university groups. This Sacramen-to-based center for experiential learning, action research, creative cultural production, and leadership development would enhance student experi-ences through real-world and project-based programs, coursework, and internships in local settings. One of its central aims would be to facilitate community-benefitting research and practice on key issues, such as hous-ing, education, health, poverty, inequality, and the environment.

Potential Collaborators

Annual Forum/Symposium

- Global Affairs
- Office of Diversity, Equity, and Inclusion
- Office of Research

Regional Consortium

- Aggie Square
- Center for Regional Change
- Development and Alumni Relations
- Global Affairs
- Imagining America
- Office of Diversity, Equity, and Inclusion
- Office of Research and Policy for Equity
- Office of the Vice Chancellor of Human Health Services
- Policy Institute for Energy, Environment, and the Economy
- UC Center Sacramento

The Co-operative

- Aggie Square
- Arboretum and Public Garden
- Center for Community and Citizen Science
- Center for Educational Effectiveness
- Center for Healthcare Policy and Research
- Center for Poverty Research
- Center for Reducing Health Disparities
- Center for Regional Change
- Development and Alumni Relations
- Office of Diversity, Equity, and Inclusion
- Feminist Research Institute
- Global Affairs
- Graduate Studies
- Imagining America
- Internship and Career Center
- Office of Research and Policy for Equity
- Office of the Vice Chancellor of Human Health Sciences
- Undergraduate Education

mmunity and UNO partnership space in a flexible, collaborative, and productive work environment.

https://www.unomaha.edu/communi-ty-engagement-center/about-the-weitz-cec/index.php

Next Steps: 10 Actions in 365 Days

1 Establish **Advisory Committees** related to: 1) Faculty Development and Recognition, 2) Student Learning, and 3) Community Engagement. These advisory groups will provide guidance and feedback to OPSE as specific activities are implemented.

2 Create a **web-based portal for engaged scholarship and engaged learning**. This will include resources, opportunities, a searchable directory, a calendar of events, and stories of engagement.

3 Collaborate in the **creation and launch of a UC Davis facility in Sacramento** that will serve as a physical hub to support engagement initiatives and projects with non-university partners. The facility would include shared co-working space, a conference/classroom, an open area for public events, and a range of small meeting spaces.

4 Establish an **Engaged Scholarship Faculty Fellows** program to advance significant contributions to, and exploration of, theories and practices that will cultivate and foster a culture of engagement at UC Davis. This cohort-based program will be organized around monthly meetings, mentorship, and the development of a major publication.

5 Establish an **Engaged Learning Faculty Fellows** program to create and improve community-based student learning experiences that will cultivate and foster a culture of engagement at UC Davis. This cohort based program will be organized around monthly meetings, mentorship, and the development or improvement of a course.

6 Develop **10 pilot projects with UC Davis colleges, schools, and other academic units**. Possibilities might include engagement action plans, coordination mechanisms to support curriculum-based projects with non-university groups, and document templates for memoranda of agreements, community IRBs, scopes of work, among others.

7 Co-sponsor **10 trainings or workshops** with faculty, staff, students, and community stakeholders. Specific topics may include community engagement theory and practice, translational and action research, communicating research to public audiences, and intercultural communication, among others.

8 Expand **community internship and clinical programs** to serve urban and rural communities in the Sacramento region. The goal is to improve coordination and expand upon existing opportunities at UC Davis' professional schools, Internship and Career Center, Global Affairs Office, Arboretum and Public Garden, and other centers that are focused on student career and leadership development.

9 Organize **an annual Community Engagement Forum** to solicit ideas and suggestions from community partners. The event would showcase model collaborations, identify ways to access university resources, and **offer consultative services** to help community groups develop research and curriculum-based projects, and respond to technical assistance requests.

10 Support a **university-wide taskforce that will explore ways to achieve greater recognition of public scholarship** within university policies, program reviews, and faculty recruitment, merit, advancement, and promotion reviews.

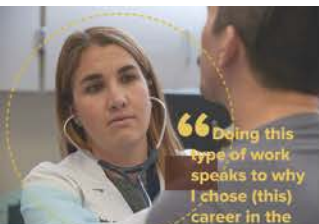# Public Scholarship and Engagement

Public Scholarship
for the Public Good

UCDAVIS
PUBLIC SCHOLARSHIP
AND ENGAGEMENT

Stephany Sanchez

Being a patient advocate.

It is more than a primary care physician is required to do; but it is something Stephany Sanchez, M.D., a UC Davis primary care physician who works at the Sacramento County Clinic on Broadway, feels she must do for her patients who are from the urban underserved community.

"You have to be willing to do that to be an effective primary care doctor," said Sanchez, who has done everything from securing a wheelchair for a homeless woman to cheering for a diabetes patient's weight loss. "If you don't do it, who will? And I know I can."

Sanchez, who also is director of The Transforming Education and Community Health for Medical Students, leads a treatment model where patients have a continuity of care between clinic visits and hospital stays. They also have access to mental health resources, substance abuse services, and pro-bono legal advice. This approach to taking into account the social determinates of a patient, and teaching the students she mentors to do the same, has greatly improved health outcomes of the patients she sees, she said.

"Doing this type of work speaks to why I chose medicine for a career in the first place, caring for the underserved," Sanchez said. "It's really satisfying and gratifying work."

"Doing this type of work speaks to why I chose (this) career in the first place...It's really satisfying and gratifying work."

RJ Taggueg

For Roy "RJ" Taggueg, Jr., Ph.D. '20, public scholarship is personal.

Taggueg is an undocumented UC Davis graduate student whose parents immigrated from the Philippines when he was 7 years old. He also is focusing his current Ph.D. pursuits on studying the undocumented Filipino populations.

Taggueg's passion for research stems from his time as an undergraduate and employee at UC Irvine. However, it was when Taggueg came to UC Davis and was accepted into the prestigious Mellon Public Scholars program that his scholarship came alive.

Taggueg worked with a community partner to interview immigrants living in Solano County with the goal of helping improve their access to resources. He also helped co-found the Bulosan Center for Filipino Studies at UC Davis, which is working on conducting the first nationwide survey of the Filipino population in 20-plus years, with the goal of better understanding migration, force migration, racism and gender discrimination.

"You have to view your work as if it was inherently part of your project. If you have a community behind you then they are the ones really driving your research," he said. "If you can harness that, you will feel better in the end. It brings purpose and value to the work you do. You'll be driven by genuine passion."

"If you have a community behind... you'll be driven by genuine passion."

"Education must be a human right and the university must be a public good if we are to achieve just, equitable and peaceful societies."

Keith David Watenpaugh

UC Davis Professor of Human Rights Keith David Watenpaugh is using scholarship, technology, community engagement and a backpack to improve the lives of refugees around the world.

Watenpaugh, founding director of UC Davis Human Rights Studies — the first program of its kind in the UC system, created an international humanitarian tool called Article 26 Backpack where displaced people use a special website to securely store documents, such as transcripts and resumes, and share them with universities, scholarship agencies and employers.

"At its heart," he said, "is the ability for young people to begin to rewrite what it means to be a refugee."

Retaining important paperwork is a serious problem among displaced populations. Having access to important documents can be the difference maker when it comes to a refugee finding jobs or furthering their education, which can have implications on their personal futures and their chances of rebuilding their country.

Watenpaugh has partnered with the American Beirut University to help more than 1000 Syrian refugees living in Lebanon. He also has partnered with the Sacramento Food Bank & Family Services to help Afghan refugees in the Sacramento area safely store their documents.

"Education must be a human right," he said, "and the university must be a public good if we are to achieve just, equitable and peaceful societies."

"Complex problems require collaborative problem solving, which is why partnerships are so important."

Tessa Hill

**A sea of change is coming for life within our oceans—and it's not a positive change.**

Ocean acidification — the change of pH-levels in the water due to the ocean's absorption of carbon dioxide — is on the rise at an unprecedented rate when looking at the earth's geographical record. The result of this is that shellfish and choral, which are critical to the ecosystem, have weakened shells and are more susceptible to predators and disease.

UC Davis marine biologist Tessa Hill, Ph.D. is working hard with community partners, local businesses, and policy makers to change the tide on this global problem.

Hill and her team at the Bodega Bay Marine lab partnered with Hog Island Oysters to monitor ocean acidification levels in Tomales Bay. The partnership has not only helped Hog Island Oysters adjust their farming methods and business model, it became a national model for scientific collaboration. Hill recently expanded the partnership to incorporate local dairy, [name], to analyze how agricultural water runoff is impacting ocean acidification.

"The problems we are working on, such as ocean acidification, cannot be solved by one person or one group alone," Hill said. "Complex problems require collaborative problem solving, which is why partnerships are so important. Scientists need to partner with public partners to tackle problems like these from many different angles."

UNIVERSITY OF DAVIS CA
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FURNITURE PLAN

01 OF 01
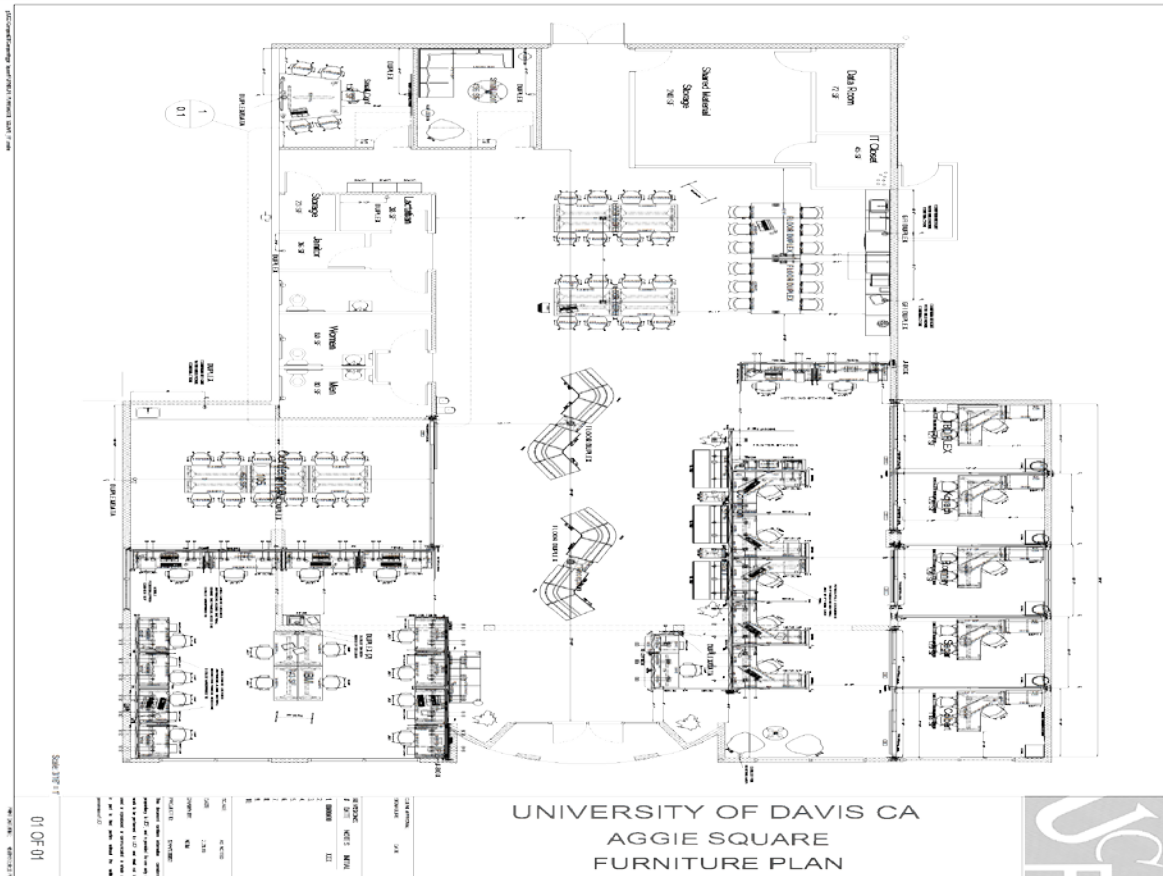
Other activities in the works

- Organize trainings and workshops in public engagement and broader impacts

- Establish Faculty Fellows program

- Develop templates for community MOUs and IRBs.

- Identify community partners for research and curriculum-based projects

- Provide consultations with department chairs and faculty

Creating A Culture of Engagement

UC**DAVIS**
PUBLIC SCHOLARSHIP
AND **ENGAGEMENT**

Department Letter

- Two pages maximum for merits

- Up to five pages for promotions, merits to barrier step

    - Appended comments from department ballots do not count towards the page limit

- Reflects department view (not Chair's view)

- Should not duplicate candidate's statement

- Discusses *impact* of scholarly activities, innovative teaching, outreach, contributions to diversity & any extenuating circumstances

- Includes language for Work-Life Program participation if appropriate.

Department Letter (continued)

- Department letter should not be in final or near-final form prior to the department vote

- Don't include comments about off-scales or retentions (salary should not be discussed as part of the department evaluation)

- Draft can be prepared by a department ad hoc committee, designated faculty member, Vice Chair, or Chair

- CAP and I strongly recommend appending all written faculty comments to the department letter; however the chair may have to exercise discretion

- Voting faculty should have opportunity to review draft letter, including faculty votes, and suggest changes to Chair

Contributions to Diversity as Criteria for Advancement

PROMOTING DIVERSITY EFFORTS RECOGNIZED IN MERITS AND PROMOTIONS, PER **APM 210-1(d)**:

The University of California is committed to excellence and equity in every facet of its mission. Teaching, research, professional and public service contributions that promote diversity and equal opportunity are to be encouraged and given recognition in the evaluation of the candidate's qualifications. These contributions to diversity and equal opportunity can take a variety of forms including efforts to advance equitable access to education, public service that addresses the needs of California's diverse population, or research in a scholar's area of expertise that highlights inequalities. Mentoring and advising of students or new faculty members are to be encouraged and given recognition in the teaching or service categories of academic personnel actions. (1/1/06)

The Department Letter Should Address the Candidate's Contributions to Diversity

- Strongly encourage your faculty members to provide information in the "Contributions to Diversity" sections in MIV
  - Teaching
  - Service
  - Research

- Discuss these contributions in faculty meetings

- Consider rating these contributions (e.g. 1-5), along with other critical areas of faculty performance, using rubrics

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Academic Affairs

Serving the Professional Academic Community at UC Davis

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Faculty Equity and Inclusion

Resources:

Why Does UC Davis Seek Statements of Contributions to Diversity, Equity, and Inclusion From Applicants?

Guidelines for Writing Statements of Contributions to Diversity, Equity, and Inclusion

Advertising Suggestions

How and Why We Built a Majority-Minority Faculty by Kevin R. Johnson, Dean, UC Davis School of Law

› ADVANCE

› Advancing Faculty Diversity Hiring Grant

› Faculty Equity and Inclusion

   Guidelines for Writing Statements of Contributions to Diversity, Equity, and Inclusion

Candidate Reviews the Department Letter and Dossier Before it Leaves the Department

- Department letter content is not negotiable, but candidate can ask that inaccuracies be corrected

- If candidate disagrees with statements in final version of department letter, he/she may write rejoinder letter; has 10 calendar days to do so

- Do *not* reveal names of extramural letter writers (or describe them in the letter)

- Candidate can request advancement even if faculty vote is negative

- Final step: Candidate signs disclosure statement verifying that packet is complete & factually accurate

Confidential Chair's Letter (optional)

- Letter is kept confidential from department faculty and accompanies the MIV file in paper form

- Letter is kept confidential from candidate **until after the action is completed**

- Candidate receives a redacted copy of the Chair's Confidential Letter when the merit decision is finalized and shared with the dean's office to then share with the department

- Letter continues to remain confidential with respect to department faculty

- Collegiality is a legitimate factor for evaluation, but only to the extent that it demonstrably affects research, teaching or service

- Why include a Chair's letter?

What Happens to the Dossier Next? Redelegated vs. Non-redelegated Merits

- If redelegated, your Dean makes the final decision (advised by the FPC)

  - Step Plus 1.0- and 1.5-step merits, except those to or beyond a barrier step

- If *not* redelegated, the Vice Provost – Academic Affairs makes final decision (except for tenure decisions, which may be decided by the Provost or Chancellor), advised by CAP

  - Promotions, merit to Prof 6, merit to Professor Above Scale, merits to Further Above Scale

  - Recommendation from department, FPC or dean for $\geq$2.0 steps

- See "Delegations of Authority" link on Academic Affairs' website quick links

Pathway for redelegated actions
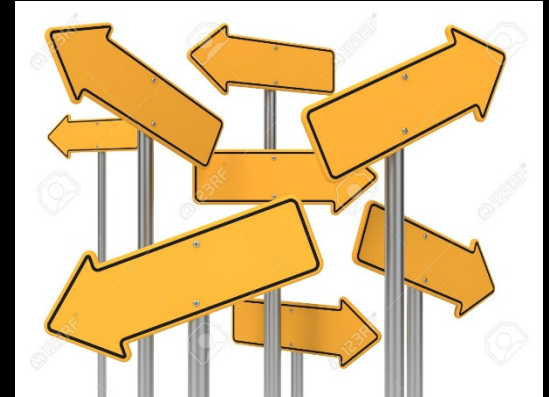
- Dossier goes from department to Dean's Office

- Dean's Office to Faculty Personnel Committee (FPC – a subcommittee of CAP – Oversight Committee)

- From FPC to Dean for final action

- Appeals go to CAP-Appellate Committee, and back to Dean for final action

Appeals

- Appeals occur when the candidate provides explanatory/clarifying information pertinent to the original dossier, after the final decision is made.

  - No additional scholarly activities, awards, teaching evaluations, etc. are provided

  - Procedural errors / oversights may be addressed

  - Incorrect application of standards may be addressed

- Basic concept: CAP-Appellate does *not* review a dossier that differs substantially from the dossier that CAP-OC reviewed.

- Final decision on appeal is based on the delegation of authority

Deferrals

- Below Professor Step 5, deferral is required if a candidate chooses not to go forward for advancement when eligible.
  - A candidate is eligible after normative time at the current step, or in the year following a denial, prior deferral, or five-year review

- Deferral requests are due at the same time that the corresponding merit or promotion action is due.

- ALL academics must be reviewed at intervals no longer than five years. Accordingly, five-year reviews cannot be deferred.

- For further information, work with your college's academic personnel analyst.

Five-year Reviews

- All faculty are required to be reviewed at least once every five years (starts during their 4th year since last review)

- Department letter reviews activities in teaching, research, service, and contributions to diversity.

- **Department vote is currently optional**. Voting options:

    - NAPS– "No advancement, performance satisfactory"

    - NAPU– "No advancement, performance unsatisfactory"

    - Recommend "Advancement" -- CAP can recommend advancement, which will require a full review, starting with a new department vote.

- Unsatisfactory performance requires a plan for progress

- Continued under-performance should lead to a shift in duties (e.g. additional teaching), and can lead to a termination process (APM 075)

Discussion