Thomas O'Donnell: Is being recorded.

Thomas O'Donnell: Good afternoon.

Philip H Kass: Hi, Thomas, how are you

Thomas O'Donnell: Oh, I'm, I'm doing all right, I suppose, I don't know why I'm feeling a little nervous but since it's all on you, but

Thomas O'Donnell: Otherwise, I'm doing well, how about you.

Philip H Kass: Know I'm everything swatting I'm

Philip H Kass: What I'm hoping is that after I make my remarks and you tell me when to

Philip H Kass: Start the presentation that I can share my screen.

Philip H Kass: And

Philip H Kass: Take it from there.

Philip H Kass: And hopefully
Philip H Kass: I will periodically, the

00:03:35.280 --> 00:03:43.050
Philip H Kass: Turning my iPhone out of sleep mode so I can keep track of the time because I know I need to finish no later than 230

00:03:44.610 --> 00:03:46.920

00:03:49.350 --> 00:03:51.720
Thomas O'Donnell: Yes, yes. All right.

00:03:54.150 --> 00:04:04.380
Philip H Kass: And yeah. Nothing to be nervous about I remember what the Chancellor talking to Gary Young and the entire feed suddenly crashed and

00:04:04.590 --> 00:04:04.860
Thomas O'Donnell: You know,

00:04:04.980 --> 00:04:06.720
Philip H Kass: I mean this stuff just happens.

00:04:07.380 --> 00:04:09.840
Thomas O'Donnell: Yep. Yes, it's a

00:04:11.040 --> 00:04:17.850
Thomas O'Donnell: Yes, that was that was actually very reassuring to see happen because he's like, All right, well I guess we're done here we

00:04:24.030 --> 00:04:27.780
Philip H Kass: By the way, Tom, do you, you tend to keep track of rhinitis schedule.

00:04:29.070 --> 00:04:30.330
Thomas O'Donnell: Not so much.

00:04:32.700 --> 00:04:38.130
Thomas O'Donnell: But we're Rosa, a little bit probably of all of us here. She's

00:04:44.640 --> 00:04:47.010
Philip H Kass: Sorry, I lost your sound you
Philip H Kass: Said those and then I lost you.

Thomas O'Donnell: Rosa was probably the closest among us to someone who has who's in touch with rhinitis schedule. Okay.

Philip H Kass: Okay, thank you.

Lorena Oropeza: And then an office is the one who does my schedule.

Thomas O'Donnell: Yeah, I can send you the email of her assistant to is the one does all of her scheduling. Okay, thank you.

Lorena Oropeza: So,

Rosa Deniz: Anything.

Rosa Deniz: That I can help. What do you need to get on her calendar.

Philip H Kass: And I've been trying to reach her about a certain project and I hadn't heard back from her in a couple of weeks. So maybe I'll send you the email Rosa, if you don't mind.

Rosa Deniz: No problem. And what is your deadline for that item.

Rosa Deniz: Last week,
Philip H Kass: But all I'm going to send it anyway. I'm going to talk to somebody just in Washington, just if I can get it, it's a bit of an extension.

Rosa Deniz: Okay, no problem. What I'll do is I'll go ahead and follow up with

Rosa Deniz: Them sometime this afternoon. And then we all help out. No worries.

Philip H Kass: Okay. Would you prefer that I I reach out to you or would you prefer that I reach out shoot Elena Lopez.

Rosa Deniz: Your. Well, I mean, if they have not followed up with you. I'm happy to further follow up. Just because your deadline is already past. Okay. Either way, I'll just go ahead and mention it to them.

Philip H Kass: I'll send you the information here. Maybe at the end of the day when we're done with this.

Rosa Deniz: Sure, no problem.

Yes.

Lorena Oropeza: Yes, you. I'm sorry. I saw an email from I guess it was a joint email. Are you concerned, we will have time to introduce everyone at the beginning 10 minutes I think

Mariel Vazquez: It was for me it was from me. I mean, I think if they only give their name and department, that's fine. But if people are saying what they work on and there's 16 of them, plus all of us and only 10 minutes. There's not enough time.

Thomas O'Donnell: Yeah, Lauren. I was hoping you would just SET THAT TABLE AND JUST NAME. And what department.
Thomas O'Donnell: And let you learn to just call out each person to introduce themselves so we're not waiting for someone just to chime in and we all speak over each other just point to someone tell them to introduce themselves and based on your grid.

Lorena Oropeza: Okay.

Lorena Oropeza: Hold on, I'm going.

Mariel Vazquez: Yeah. And then what I was suggesting is during closing remarks at the end of the day.

Mariel Vazquez: We people can say a little bit more about themselves. We could use that time to say what they work on or whatever.

Mariel Vazquez: I mean, take 30 seconds instead of 10 seconds.

Lorena Oropeza: So that I get to the detailed script is actually it has almost no time on it because

Lorena Oropeza: Okay.

Philip H Kass: Would you like

Philip H Kass: Me of my time.
Philip H Kass: Hmm, would you. Would you like me to give back some of my time.

Lorena Oropeza: Well, what, why don't we played a little bit by ear. I'm going to do my best. I'm pretty bossy when need be to, um, to, to

Lorena Oropeza: To have everyone say their name and what department. They're from within the first 10 minutes. Um, and then I think, I think we'll be okay. Actually, if that's if it has to be tight I can ask people to be tight. Yeah.

Philip H Kass: Right.

Lorena Oropeza: You know, if, if, if that's all right.

Philip H Kass: Yeah, I saw on the schedule. I was supposed to make some opening remarks, so I wrote some down

Lorena Oropeza: So did I. But I don't think we're gonna have time for them. Maybe that's what you want to put in your presentation.

Philip H Kass: No, no, I look this is your, your show. I'll be glad to drop whatever you want me to drop

Lorena Oropeza: Um,

Lorena Oropeza: I think between your formal presentation. And then we have question and answers. And we have closing remarks, I think we'll get everything done, I think.

Lorena Oropeza: I think that

Lorena Oropeza: I think
Mariel Vazquez: Yeah, I think you're welcome remarks.

Lorena Oropeza: Yeah, or I mean feel you can give the welcome at the beginning of your presentation.

Lorena Oropeza: And I think that I can just make sure that everyone introduce themselves briefly and what I'm really going to be brief, with you, Philip and dispel this eight. Hello. This is Associate Vice Provost don't pass of Academic Affairs. Is that all right so um

Philip H Kass: Yeah, although I'm actually not associate vice Provost. I'm sorry. Yeah, I should make sure I got it right. I'm glad I'm the only person I didn't check into. Okay. All right.

Lorena Oropeza: Vice Provost, I'm sorry. Yeah, I should make sure I got it right. I'm glad I'm the only person I didn't check into. Okay. All right.

Philip H Kass: Yeah, that's fine. Don't you don't have to go into my biography or anything like that.

Lorena Oropeza: You will actually see them.

Mariel Vazquez: Are slowly waiting until 130 for everyone to come in.

Lorena Oropeza: Possible moment. Okay, we're almost here.

Lorena Oropeza: Start One.
Lorena Oropeza: Go to 131 will give people. One more minute to make sure we have as many people as possible. Yeah.

Lorena Oropeza: Well as well. It's 131 I'm going to get started running a tight schedule today. Welcome, everyone.

Lorena Oropeza: My name is Lauren out of Vesa I'm a professor in the History Department. I'm also the associate vice chancellor of academic diversity.

Lorena Oropeza: And it's wonderful to see you all. What we wanted to do in the first 10 minutes is first give you a reminder that this is being recorded.

Lorena Oropeza: We're recording all the good advice. You're going to get today. Um, and that's just so that you know up front. And then what I was hoping is maybe just going by.

Lorena Oropeza: My screen window. I don't know how else to do it. I'm asked people to please introduce themselves.

Lorena Oropeza: Just and we only have 10 minutes. So if you could do it quickly just Hello, this is my name, and this is my department and then over the course of these next three days. I really think we'll have a chance to get to know you.

Lorena Oropeza: More deeply and look forward to that. So I'm going to start with.

Mariel Vazquez: By well. Hi, I'm Mary Oh Vasquez, the faculty director of temples. For those of you who are new and for the cancer campuses, a center for the advancement of multicultural perspectives on science and then also professor of mathematics and of microbiology and molecular genetics, welcome.

Kimberly Nettles-Barcelon (she/her): I am Barcelona and I am an associate professor in gender, sexuality, religious studies and I'm the faculty director and

Kimberly Nettles-Barcelon (she/her): Director of the Center for the advancement of multicultural perspective in the social sciences arts and humanities pasa
Lorena Oropeza: pasa

Rosa Deniz: Hi, good afternoon. This is Rosa and I am the executive assistant loader. Now, or a pastor, my dear can release and you're welcome to anytime we reach out. I'm happy to go ahead and follow up and be a support to any and everyone.

Mariana Galindo-Vega: Hello, my name is money on that and I am one of the administrative assistants, I help with the is for something money and composing Council girl.

Lorena Oropeza: I'm Tom

Thomas O'Donnell: Good afternoon. I'm Tom wood on all I'm an analyst for Lorena.

Lorena Oropeza: I'm Griffin Janine.

Theanne Griffith: Is that me fee and Griffith

Lorena Oropeza: Mm hmm.

Theanne Griffith: Okay. Yes. Sorry. Hi, everyone. My name is being Griffith and I am an incoming assistant professor in the Department of Physiology and membrane biology. Oh.

Lorena Oropeza: I'm sorry, at the end, you're the you're th was underneath an arrow on my screen. We're going to keep on going through. Yes, I'm in London Muskegon
Lorena Oropeza: Just your name. Yeah, unmute yourself and then you say your name and you

Lorena Oropeza: Know, are you

Maciel M Hernandez: Think I'd have it down by now, but I don't see 11 and this assistant professor in the Department of Human Ecology.

Lorena Oropeza: Thank you. I'm

Lorena Oropeza: Going to make this bigger bigger Darnell does on the gun.

Darnel Degand: Hi, my name is Donna from the school.

Darnel Degand: Nice to meet you.

Lorena Oropeza: Too.

Lorena Oropeza: Nice Jeffrey

Beenash Jafri: Jeffrey assistant professor in gender, sexuality and women's studies.

Lorena Oropeza: Kathleen know of cruise

Kathleen Noelle Cruz: Cruise. I'm an assistant professor in classics.

Lorena Oropeza: Welcome Tiffany Johnson.
Tiffany Johnson: Hello, I'm Tiffany Johnson, I'm assistant professor of emergency medicine and the School of Medicine.

Lorena Oropeza: I'm tackling Whiteley

Kathleen C Whiteley: Hi, my name is also Kathleen I go by Cat Cat lately I'm an assistant professor in the Department of the records studies.

Lorena Oropeza: Emily Celeste baskets and weakness. I remember you.

Emily Celeste Vazquez Enriquez: Hi, I'm Emily bicycles and I am in the department of expansion for your case also an assistant professor

Lorena Oropeza: I was on the search committee. That's why I remember

Michael Singh (he/him/él): Hi, my name is Michael seen some professor in the Department of 10 inch kind of cities, welcome.

Lorena Oropeza: Madeline nervous in thrown

Lorena Oropeza: Can't hear you.

Lorena Oropeza: You hear Madeline

No.
Lorena Oropeza: Tom, can you remind me what Madeline and make speak for her.

Thomas O'Donnell: She is in the department of pharmacology.

Lorena Oropeza: Yeah. Amen. We got it. Okay. Um, I know this is Professor pasmore um I can't remember, I suppose. Be interesting everyone or just a compass compass scholars

Thomas O'Donnell: Well, let's do everyone just get the names

Lorena Oropeza: And I think that's better. And the plus Cynthia Pascal was like

Kimberly Nettles-Barcelon (she/her): These

Lorena Oropeza: These faculty members of yes I'm going to pinch in, please.

Cynthia Passmore: Hi, I'm going to pass out from the School of Education and I'm on the faculty Krishna committee for the professional

Lorena Oropeza: Thank you for coming. Really appreciate it rose Coca Cola.

Rose Kagawa: I am an Assistant Professor in the Department of emergency medicine and a member of the violence prevention research program.

Lorena Oropeza: OK, so now I have a thank you so much. Now I have to do to do. You're going to have to introduce yourself because I can't make out. It says squished partial name.

Thomas O'Donnell: You're there you're
jafuquenep: My name is Kate McKinnon, I am in the statistics department and our new assistant professor

00:19:27.390 --> 00:19:36.180
Lorena Oropeza: Welcome. Thank you. Yes. Um, where are we missing here we go. Oh, Stephen Garcia.

00:19:37.140 --> 00:19:42.690
Stephen Garcia: And Stephen Garcia and then the Graduate School of Management and I'm an associate professor

00:19:44.970 --> 00:19:49.470
Lorena Oropeza: Thank you so much. I'm crystal Rogers. I saw you at another zoom meeting, not too long ago.

00:19:50.430 --> 00:19:58.050
Crystal D Rogers: I am crystal Rogers. I'm an assistant professor in the Department of anatomy, physiology and cell biology in the School of Veterinary Medicine. Thank you.

00:19:58.470 --> 00:20:00.210
Lorena Oropeza: Lisa tell Professor Lisa tell

00:20:01.260 --> 00:20:01.890
Lorena Oropeza: Your professor

00:20:02.970 --> 00:20:15.210
Lisa Tell: I am Lisa tell and I'm also with the School of Veterinary Medicine and the Department of Medicine and epidemiology and I'm the chap care the cap chair for this year. Thank you for inviting me and welcome everybody.

00:20:15.570 --> 00:20:18.270
Lorena Oropeza: Thank you, Jessica. Lynn run. Yeah.

00:20:20.160 --> 00:20:20.730
Lorena Oropeza: responder

00:20:20.850 --> 00:20:28.200
Fawn Cothran: Body and assistant professor at the School of Nursing and the family caregiving Institute really good to be here. Thank you.

00:20:28.920 --> 00:20:31.860
Lorena Oropeza: Thank you, Jessica. Lynn run. Yeah.

00:20:33.060 --> 00:20:38.760
Thomas O'Donnell: I just want to put in the chat. She's guess on a. There we go. She's
Thomas O'Donnell: An associate professor in civil and environmental engineering

Thomas O'Donnell: She has in the chat. I think she's got a sketchy connection right now.

Lorena Oropeza: Yeah, she might be driving to a better one. So welcome Professor and yeah I'm Julie you there.

Julie Sze: I am. Here I have a sketchy connection. So I keep my video off and the university won't pay for a Wi Fi boost because somehow that's not within policy, you know, I'm arguing it on principle, even though I could just pay for the Wi Fi extender.

Julie Sze: Anyway, but obviously I am

Julie Sze: You know, interested in policy and finding them on principle. Sure. I mean, even I could fully afford to pay for that, but that's a distraction. I'm crazy. I'm a professor in American Studies

Lorena Oropeza: And then I think it's Benjamin David Webber.

Benjamin David Weber: Everyone, I'm Ben Weber I'm incoming faculty and African American and African Studies and I'll get my video up and going for the breakouts. I just, I'm also in transit.

Lorena Oropeza: And I guess everyone saw the zoom chat Jackie Brown. Yes. Happy to be here, and she'll be connected by something other than a mobile. It's something. Oh my god. No, I don't think you had a chance to introduce yourself.

Martha O'Donnell: Hi, I just, I had another meeting. I apologize. It was just able to log in. Now I am in the Department of Physiology and membrane biology. I don't know how much you want to know about me.

Martha O'Donnell: That was good. It
Lorena Oropeza: Really short and blue.

Lorena Oropeza: I would love to know more than

Martha O'Donnell: 30 years so glad to see you well.

Lorena Oropeza: Thank you so much, did it. Did I miss anyone going through zoom. I think I did it. Are we good

Lorena Oropeza: Okay, again, I know that was brief. It's a sincere. Welcome. We're trying to like pack in a ton of information.

And

Lorena Oropeza: All kudos, go to the center directors for their work and putting this together. And I think they're starting at the very basics of how do you succeed academically. Um, and for that I'm going to turn it over to Vice Provost, the Vice Provost of Academic Affairs. Phil cast. Oh.

Philip H Kass: Thank you very much.

Philip H Kass: And I am going to now share my slides.

Philip H Kass: Lower this

Philip H Kass: And

Philip H Kass: Okay, so thanks I am. Can you still see my slides. Okay.

Philip H Kass: Okay, wonderful.
Philip H Kass: So I was asked to make a few opening remarks before we begin, which I'm more than happy to do, but I'll try to go through them quickly. I'm, I'm really pleased and proud to see many people turn out today, many of you I know because I've met you during your interview process, others I know of you through your selection into compost or concept. So I'm really honored to be here to talk to you on behalf of Academic Affairs.

A little bit of history about how we came to be here, and many of the changes that are going on right now at UC Davis actually arose through the advanced grant that UC Davis received from 2012 to 2017 and what it really began as an institutional transformation grant in 2012 is now institutionalized into the campuses genome largely in the office of diversity, equity, and inclusion.

And in the Office of Academic Affairs and what began, really, with a focus on with Tina's and other underrepresented minority women in STEM disciplines and compost is now providing benefits to all faculty, regardless of gender, ethnicity, or discipline.

Our university understands the importance of an institutional transformation grant and and the role that has in permanently altering its academic landscape which advanced really has successful new programs, of course, don't mean very much without an enduring legacy that's assimilated into the fabric of the university so that they can live on and evolve along with universities community so academic affairs, where I work is proud to play a role in the sustainability of the components of our advanced program.

And these are programs that we believe in and then affect the members of our academic senate and academic Federation. And then meaningfully affect the lives of our colleagues, for example. These include the establishment
of launch committees that provide support.

Philip H Kass: And guidance to junior faculty as they begin their careers at UC Davis and will stay with you until you become a full professor.

Philip H Kass: I'm hosting the welcome reception for women faculty and the fall, which will find some way to do, or else delay it, at least until later in the year. We can do it in person.

Philip H Kass: On the strength to equity and diversity or stead faculty search committee workshops which provide information and advice about practices.

Philip H Kass: for achieving excellence equity and diversity and faculty recruitment everybody UC Davis, who's on a faculty recruitment committee needs to become stead certified every three years.

Philip H Kass: Now these programs were never designed to just come and go in the extra mural funding ran out instead they continue to thrive and create a fertile ground in which newer programs can flourish.

Philip H Kass: The advancing faculty diversity grants for this year in the past to our but one example of those. Another reason our Bronze Award from the AAA SSC change initiative. We're one of only three universities.

Philip H Kass: In the United States to achieve this honor another as the NSF sponsored I change program of which we were selected to join through an international competition.

Philip H Kass: So these initiatives really stand on the shoulders of our campuses advanced program and it probably wouldn't be a stretch to say that were it not for advance many, if not all of these programs may not exist even today.

Philip H Kass: So these programs can remind us of how much we've accomplished, but also how much further, we have to go and it's always a struggle. It's always a fight.

Philip H Kass: And if these programs here to have meaning at all. It's that we must never stop searching for how we can do better, or how we can be better. And then the years ahead.
Philip H Kass: Academic Affairs and others core here will be focused on doing exactly that will be setting goals will be
determining metrics. We're going to be seeking funding to try newer and bolder initiatives.

00:27:01.560 --> 00:27:10.680
Philip H Kass: Making transformational changes and measuring outcomes. The cycle will repeat and we will fight for
our practices, even if it means defending them in court.

00:27:11.130 --> 00:27:23.760
Philip H Kass: Sustainability, not only means enduring ensuring an enduring legacy, but also an evolving future as we
continue to strive for our first principles never settle for less and never let them be taken away from us.

00:27:24.540 --> 00:27:28.560
Philip H Kass: Now, with that, I'm going to go ahead and start the slide presentation.

00:27:29.460 --> 00:27:34.920
Philip H Kass: And I've really only got a little more than a half an hour to do this. Some of you may have actually seen
some of these slides.

00:27:35.190 --> 00:27:42.210
Philip H Kass: Last week, as I talked to our new faculty about them. I'm going to kind of recapitulate them. There aren't
a lot of changes, but it never hurts to hear them again.

00:27:42.570 --> 00:27:49.140
Philip H Kass: A second time. And hopefully, then it will prompt additional questions that you can pose to me and I'd be
happy to try to answer them.

00:27:50.430 --> 00:28:00.060
Philip H Kass: And then, of course, Professor Lisa tell and I will be happy to talk about some of these issues during our
q&a a little bit later. So our personal process.

00:28:00.600 --> 00:28:10.320
Philip H Kass: Like those that other university of california campuses are designed to be very transparent, they tried to
be very, very hard to be fair.

00:28:11.000 --> 00:28:27.240
Philip H Kass: They try to reward faculty members throughout their career. They keep your peers, particularly those in
touch in your department in touch with your achievements and of course they require hard work at all levels, because we
expect excellence of our faculty at UC Davis.

00:28:30.330 --> 00:28:38.250
Philip H Kass: Now, the way that we're going to ask you to help us help you, is through providing information about
your progress.
Philip H Kass: In what is called My info vault and this is a software program that was developed through academic affairs and number of years ago, we call it MIT for short.

Philip H Kass: And it is a repository for where virtually everything you do related to your academic career can be documented and storage so that when it's time for you to come up for advancement that information will be there.

Philip H Kass: Unfortunately, a lot of people like to wait until it's about time to come up for advancement and then they go into MIT, not a good move.

Philip H Kass: My recommendation would be that as you do anything and your academic career here, just take a moment or two to shoot it into MIT so that it's there and you don't have to worry about remembering it later on.

Philip H Kass: MIT is a relatively easy program to master. You don't really need to read any documentation about it. You just need to explore the website is at the bottom of the page. We're actually going to be working to try to improve the user interface in the coming year.

Philip H Kass: But even without that it's really not too difficult people in your purse in your department office who work on academic personnel can help you ask him your colleagues and there's also a help desk in academic affairs as well.

Philip H Kass: Okay.

Philip H Kass: Now that one of the first things I want to try to do is explain the rank and step system at the University of California. This is really true of all campuses.

Philip H Kass: And this is really true for most of the academic titles that we have at UC Davis, a few exceptions, but not many in these and those exceptions won't really affect you.

Philip H Kass: So we have three ranks in the system here assistant rank, such as assistant professor and full professor as well. And within these ranks, there are steps so assistance goes through steps one through six associate steps one through five.
Philip H Kass: And then full rank steps one through nine. And for people who are here and have already achieved. Step nine. It is also possible for them to continue to advance by going to what we call above scale.

Philip H Kass: Now you'll notice that on this particular graphic, which by the way was created by Associate Dean Robert field strength in the College of Letters and science.

Philip H Kass: We have steps and ranks that overlap so that somebody who is an assistant professor. Step five is actually overlapping with somebody who is an associate professor. Step one.

Philip H Kass: Now, what this means is that for somebody who may not be necessarily ready to promote from assistant to associate professor

Philip H Kass: They could still advance within that rank in step and then when they're ready to promote they can do that I'll show you some more graphics of that in a little bit.

Philip H Kass: The same is true for the Associate Professor rank and even if you're not quite ready to promote for whatever reason, maybe you need more publications. Maybe you still need to finalize on having a tech a book that has impress.

Philip H Kass: You never can. You don't have to stop advancing just because you hit associate professor. Step three. Now, sometimes people ask, ask, is there an assistant professor. Step seven. Or is there an associate professor. Step six. And the answer to that is no. There is not.

Philip H Kass: The system wide academic personnel manual actually prescribes how long, somebody is expected to work at a particular rank and step before they advance so

Philip H Kass: For somebody at the assistant rank, which means step one through step six and a half your normative time is every two years.
Philip H Kass: Your normative time is three years. The only exception to that is when somebody makes it to full professor. Step nine which is four years at that particular step and then anything above scale above the scale of being a full professor. That's four years as well.

Philip H Kass: Now that represents normative time and in most cases on our campus, you're expected to advance in normative time. There are a couple of exceptions to that, that I will mention but one important point that I want to make is that everybody has to be reviewed.

Philip H Kass: Through the normal through the advancement process, whether it's through your peers or a department chair or a dean or cap.

Philip H Kass: Or vice provost, everybody has to be reviewed at least every five years. And by the way, that's also true of Chancellor's presidents of the UC system Dean's and so on.

Philip H Kass: Now this is kind of a schematic of of how advancement and which means married increases or promotions work the arrows moving horizontally from left to right.

Philip H Kass: Show merit increases and again at the assistant rank these occur every two years at the associate rank.

Philip H Kass: They occur every two years until you get past associate three and then it's every three years and then it full rank. It's every three years of advancement as well.

Philip H Kass: The diagonal arrows pointing to the upper right represent promotions, when you go from one rank to the next.

Philip H Kass: And again, I've used the kind of shaded rectangles to indicate the overlapping overlapping steps across the two ranks, whether it's assistant five and associate one assistant six and associate two and so on.

Philip H Kass: So this would this schematic. Here is a very simple explanation of how faculty advance in normative time
Philip H Kass: Now, it is also possible. And it doesn't happen, I think, very often, but it is possible for somebody to be at an overlapping step and decide that they want to promote and that can happen when

00:34:40.950 --> 00:34:49.440
Philip H Kass: The cumulative amount of work that you've done deserves promotion, but that the amount of work you've done since your last marriage is not necessarily represent

00:34:49.950 --> 00:35:06.780
Philip H Kass: Enough to to go forward faster in time. And so then we have these lateral promotions, which means that, let's say that you become a professor step for assistant professor. Step five. And then you decide you want to go up for a lateral promotion.

00:35:07.890 --> 00:35:16.950
Philip H Kass: In that case, you have one year at. Step five. You would have one year at associate one and then you would be ready to advance again for your next merit increase

00:35:17.610 --> 00:35:26.130
Philip H Kass: Now I realize I'm kind of giving you a lot of information in a short time, but you've got the schematics to refer to. And, you know, we're always happy to talk to you further

00:35:26.550 --> 00:35:35.790
Philip H Kass: About this on an individual basis. Now, to make matters even more interesting about seven what really more than seven years ago.

00:35:36.300 --> 00:35:43.380
Philip H Kass: The Academic Senate convened a committee of faculty and Professor tell and and i actually coincidentally, we're both on that.

00:35:43.830 --> 00:35:51.810
Philip H Kass: To see if we could come up with a system of advancement that was more, let's say effective than our previous advancement.

00:35:52.320 --> 00:35:58.230
Philip H Kass: And I won't go into a lot of the details right now but out of that that committee and subsequent committees.

00:35:58.740 --> 00:36:10.380
Philip H Kass: Came what we call the UC Davis step plus system which allows faculty instead of just advancing one step at a time to potentially advanced one and a half steps or even two steps at a time.

00:36:10.950 --> 00:36:21.240
Philip H Kass: And such an enhanced advancement occurs when people have outstanding performance in one of the areas that they are evaluated on
Philip H Kass: And so this schematic is showing you have somebody, let's say, who's an assistant professor. Step four could advance in normative time to associate one.

Philip H Kass: Or they could advance to one and a half if they got an additional half a step for an outstanding area of evaluation.

Philip H Kass: Or they could actually advance even to associate professor. Step two. If they were outstanding in two areas as well. So the step plus system allows a lot of latitude about how faculty advance I'll give you some metrics, just to show what the effect of that has been.

Philip H Kass: Now for the, for those of you who are in the professorial series.

Philip H Kass: You're going to want to get a better understanding of what is expected of you, and they're just the, you know, the typical type of advice that you get.

Philip H Kass: From your colleagues from your department chairs for people like me. But in reality, if you really want to go to where the definitive information is about what is expected as a professor, regardless of rank you want to look at our academic personnel manual.

Philip H Kass: This is found through the academic affairs website if you went to to academic affairs UC davis.edu and you went to the quick links or you went to policy.

Philip H Kass: Where the definitive information is about what is expected as a professor, regardless of rank you want to look at our academic personnel manual.

Philip H Kass: This is found through the academic affairs website if you went to to academic affairs UC davis.edu and you went to the quick links or you went to policy.

Philip H Kass: And you would go to the academic personnel manual from there a particular relevance to people who are in your titles is a PM to 10.

Philip H Kass: which lists the review criteria for the academic senate series, and then the API to 20 which describes the system wide policy for marriage and promotions in the professor series that you're in.

Philip H Kass: Now, I don't believe anybody who's here today, who's in the LSAT series. So I will skip over that lectures with security of employment.
Philip H Kass: Are really just like ladder rank faculty, except that they have, let's say, additional expectations placed on them as teachers and people who study educational pedagogy, but they're also members of the academic senate and they are in every sense of the word, our peers.

Philip H Kass: Now, there's also the step plus toolkit, which is on the academic affairs website and you can go there for additional information and guidance and that link. The link is at the bottom.

Philip H Kass: Okay, so back to the board about step, plus a faculty member is that mentioned is eligible for merit advancement after serving normative time at their current step.

Philip H Kass: Anytime. You come up for advancement, you will automatically be evaluated for a one step advancement. A 1.5 step advancement and a two step advancement. Candidates do not get to choose what they want to be voted on. Okay. Now there's a couple of exceptions to that I'll mention but basically that means that

Philip H Kass: That when you go up, you will be considered for more than one step and depending on what your record shows you may or you may not get that

Philip H Kass: So regular advancement, which is the standard of excellence that we have across the UC system is a 1.0 step increase.

Philip H Kass: And that's there's nothing wrong with a one step increase that really means that you're doing excellent work at UC Davis.

Philip H Kass: So don't think of a one step increases anything but a positive affirmation that you're doing exactly what you're expected to do and doing it well.
particularly outstanding in one or more areas and I'll go over with those are in a moment.

286
00:39:54.300 --> 00:40:03.870
Philip H Kass: Now, I mentioned that there are occasional exceptions. One exception to the idea that you can only advance in normative time has to do with promotions and there are two promotions.

287
00:40:04.230 --> 00:40:12.300
Philip H Kass: That we have at UC Davis assistant to associate professor and associate to full professor. Those are the only promotion actions that exists.

288
00:40:13.830 --> 00:40:18.930
Philip H Kass: Now, if somebody is really doing well and they believe that they should be considered for advancement.

289
00:40:19.710 --> 00:40:26.550
Philip H Kass: To the next rank earlier than normative time they can do that. That's called an acceleration in time.

290
00:40:27.150 --> 00:40:36.120
Philip H Kass: And if somebody gets that. That's terrific. But we don't allow people to get more than one step when they accelerate in time. In other words,

291
00:40:36.780 --> 00:40:50.910
Philip H Kass: Step plus applies to people who are coming up on normative time if you're accelerating and time step, plus doesn't apply, and you can get a one step increase. Now I mentioned lateral promotion as well. Those only occur at the overlapping steps.

292
00:40:55.080 --> 00:41:09.270
Philip H Kass: Okay, yeah. Candidates all candidates have the right to pursue advancement. If a department is not supportive of that and that frankly really doesn't happen very often candidates can still go up for it, they have a right to be considered for advancement.

293
00:41:10.740 --> 00:41:20.430
Philip H Kass: But however at the urging of the academic senate. We're not requiring and we're not recommending the candidates make specific advancement requests.

294
00:41:20.670 --> 00:41:28.350
Philip H Kass: In other words, we really want to try to discourage people from saying, I think I've done a good job. I would be happy with a one step advancement.

295
00:41:29.160 --> 00:41:39.300
Philip H Kass: Or conversely, someone may say I have been outstanding at every possible area and therefore I don't think I deserve any less than a two step advancement and probably deserve more than that.

296
00:41:40.020 --> 00:41:49.890
Philip H Kass: So by taking that off the table. And by having departments vote on all possible advancements A one, A 1.5 or two.

Philip H Kass: Or rarely, if somebody doesn't deserve advancement, they will vote on that as well. We're hoping that the departments will actually do even more assiduous a job of evaluating and reading through dossiers.

Philip H Kass: So that's one. One advantage of the step plus system, it reduces the need for peers to vote against what somebody believes.

Philip H Kass: That they request and a lot of faculty don't want to be on collegial and so they would say,

Philip H Kass: I'll just go ahead with whatever it is that they want. We don't want them to do that. We want them to take an honest and careful and close look at a dossier.

Philip H Kass: And decide for themselves what somebody deserves all too often people in the past would fail to to advocate for themselves. And that's led to a lot of problems. And that's part of the reason why step. Plus, which was established.

Philip H Kass: So this approach again allows the candidates to prevent their cases without any type of recommendation about what they think that they have earned under step. Plus, and then rely on the department evaluation and of course there will be evaluations. After the Department.

Philip H Kass: Now a question that has come up recently is who decides who goes up for promotion.

Philip H Kass: If a candidate. Is it a step that is eligible for promotion and is not a seventh year case Canada. Canada choose not to be considered for promotion and limit the department vote to only step plus options for merits.

Philip H Kass: This huge actually used to be the case. And then based on some feedback that we received last year from departments, we decided to relax this rule a little bit

Philip H Kass: And so in the lower paragraph. This is what our new rule is an academic appointee can come up from promotion when they are ready or when the department finds that the record supports the action.
Philip H Kass: assistant professors, of course, must promote no later than their seventh year. And that's something that is hardwired into the API.

Philip H Kass: Unless they've received approval for an extension on the clock which we give in a number of cases to people for various reasons that I'll talk about.

Philip H Kass: Now here's the part that changed if a candidate is four years or less at their rank or clearly does not meet the criteria for promotion, the candidate has the option to have the promotion removed from the step plus ballot.

Philip H Kass: One of the motivating factors we heard through this. Is it in some certain disciplines.

Philip H Kass: assistant professors want to get in. I N SF career awards, but they're only eligible for them if they remain assistant professors.

Philip H Kass: And so having a department vote to put somebody up for Associate Professor sooner than they want would disqualify them from these awards. And so we're giving now people latitude to have more of a say in terms of when they want to promote especially for tenure.

Philip H Kass: Now, we talked about under step plus where somebody might be considered outstanding and the academic school for professors is

Philip H Kass: University and public service teaching, which includes mentorship and then research and scholarship, as well as creative work, depending on what your what your own discipline is.

Philip H Kass: These are the three areas that you will be evaluated on when you come up for your merit and your promotion actions, all three of them are important. All three of them are critical.

Philip H Kass: So returning now to step. Plus, as I mentioned, it's now in its seventh year since trash transition.
Philip H Kass: It's designed to reward truly outstanding achievement, you know, areas of academic work and it is designed to promote equity and faculty progress.

Philip H Kass: This is very much a faculty driven initiative that has the full support of the Campus administration and an academic affairs we care very, very deeply about the advancement process because promotions to step advancements on 10 year cases go right through academic affairs.

Philip H Kass: So just a bit more detail now about step, plus a regular one step advancement, which is perfectly fine, by the way.

Philip H Kass: Requires a balanced record which is appropriate for rank and step with evidence of meritorious, which is to say excellent accomplishments

Philip H Kass: In most or all areas of review most senate faculty can expect to advance it normal rates, unless there is, let's say, a flaw in their, in their dossier.

Philip H Kass: Or unless they might be outstanding in certain areas.

Philip H Kass: So I one thing I want to point out for people who are relatively early in their careers here is especially if the assistant rank is it surface duties are not expected to be great at the assistant professor rank.

Philip H Kass: They're expected to increase as faculty advance in rank and step. So that is normal, regular advancement.

Philip H Kass: Now, if somebody has a strong record overall with outstanding achievement in at least one area of review.

Philip H Kass: Either in research and creative work in teaching or service, then they could potentially receive an additional half of a step when they come up for advancement in normative time.

Philip H Kass: Now I want to be clear, though, that outstanding achievement in one area may not qualify somebody for 1.5 step advancement if performance in another area does not meet the
Philip H Kass: UC Davis.

330
Philip H Kass: Standards of Excellence. This sometimes happens when people have really outstanding records in one area, but unfortunately

331
Philip H Kass: They are they are deficient in another area and sufficiently deficient, which means that they won't qualify for the additional half of a step. So you really need to have meritorious balanced record in all three areas in order to be able to be entitled to additional half steps.

332
Philip H Kass: Now a two step advancement, just like the one and a half step advancement, but even further, it means that you have outstanding performance in at least two areas.

333
Philip H Kass: Now typically one of those two areas will be scholarly or creative activity.

334
Philip H Kass: But occasionally we will see records with respect to the teaching and mentoring and with respect to the university and public service that are both so outstanding that we will still continue to give

335
Philip H Kass: A two point O step advancement for those individuals. It doesn't happen very often. But it does happen.

336
Philip H Kass: Now our processes allow even for greater than two step advancement. These occur extremely rarely

337
Philip H Kass: I would say in let's say the last year, I may have seen you know one one or two cases of it. And when this happens, it's, it's often done, not only for outstanding performance in a couple of areas.

338
Philip H Kass: But also potentially for equity reasons. When we believe in bag, we, I mean, Captain. I believe that somebody should really be further along than they actually are. And so it's something that we will take a look at

339
Philip H Kass: Okay.

340
Philip H Kass: So as I've said before, in order to achieve receive additional half steps faculty must have meritorious performance in all three areas.
Philip H Kass: And outstanding performance in one area cannot compensate for below expectation performance in another area.

Philip H Kass: And if somebody is below expectations, not only meeting not receive a step plus advancement, but it's possible that they may not even receive an advancement at all.

Philip H Kass: Okay, now that doesn't happen very much and so I don't really want you to worry about it, you know, to any great extent, most of our faculty do great as I'm going to show you with numbers. Most faculty get at least one step advancement when they come up.

Philip H Kass: Now one thing I just want to make you aware of, though, is that departments sometimes do something that is not very good for their faculty.

Philip H Kass: And that is that they will recommend two step advancements for most maybe if not all of the faculty and their departments.

Philip H Kass: Even when those faculty really have not earned to step advancement. Here's the problem that can happen is I'm going to show you.

Philip H Kass: Two step advancements would go to cap and to the Vice Provost one and a half step advancements are one step advancements go to the dean to decide and if somebody really has a one step record, but the Department.

Philip H Kass: Recommends one recommends to step, then the Dean doesn't get to decide that anymore and the dean might believe it's a one and a half step advancement.

Philip H Kass: But if it really isn't. And it goes to cap and to me, then they may only get one step advancement. So this can actually harm faculty went departments.

Philip H Kass: Recommend greater than people really deserve. So I just wanted you to be aware of that as well. All the more reason why department faculty really need to do.
Philip H Kass: A various situation job. And we know that there are departments on campus that unfortunately will make an extra effort to promote most of their faculty for two step advancements and in some cases it backfires on the faculty. I'm sorry to say.

Philip H Kass: Another point that I want to make is this contributions to diversity on can be important for evaluating somebody's advancement.

Philip H Kass: And this is not something that we actually established at UC Davis, this is written in the academic personnel manual and specifically a PM to 10 one. Do I want to point out the language of this because it's really important.

Philip H Kass: Teaching research professional and public service contributions that promote diversity and equal opportunity to be encouraged and given recognition in the evaluation of the candidates qualifications.

Philip H Kass: Know what that means to us at UC Davis with a step plus system is this that if your contributions to diversity or equity or inclusion.

Philip H Kass: Are particularly outstanding insofar as it affects the research or creative activity record or affects the teaching and mentoring record or affects the university and public service record these contributions to diversity can help faculty get an additional half of a step.

Philip H Kass: So not only just based on research, teaching or service, but rather the contributions to diversity, equity, and inclusion can help you do even better and achieve the level outstanding in those three areas on that stool that I showed you

Philip H Kass: Now we have a way of documenting this and that is that all faculty are allowed to write a contributions to diversity, equity, and inclusion statement.

Philip H Kass: As part of their dossier, it's separate from the candidate statement, and we encourage faculty to write those statements and they should be read by the department's the faculty personnel committees by the dean.

Philip H Kass: By cap and by me to see whether or not. Somebody's contributions to this area contributions that are particularly selfless the take work on that matter a lot to people that are altruistic. These can make a difference in academic advancement.
Philip H Kass: Now, in terms of the dossier, which by the way is created electronically out of the material that you are going to be putting into MIT, with the help of your department.

Philip H Kass: That dossier can be is going to be reviewed at the department level.

Philip H Kass: Now the department will write a department letter, it's typically the chair or a vice chair that writes that

Philip H Kass: The contents of what is in the department letter which is designed to reflect the sense of the faculty. After the vote on has non negotiable content.

Philip H Kass: But you will get to see a draft of that and you can write a rebuttal.

Philip H Kass: Or ask for corrections to errors and you can also ask for a rebuttal to extra letters, if there are any

Philip H Kass: In your dossier, the external letters typically occur when people promote to associate or two full professor. Sometimes there are external letters when people go from Professor five to six.

Philip H Kass: There are always going to be extra letters when people go from Professor nine to above scale. If you see x external letters, something that you believe is not fair, not correct. You can write a rebuttal to that before the department votes.

Philip H Kass: Now after the department letter is written, sometimes faculty disagree with it. And so they're allowed to write a rejoinder letter to that they've got 10 days to do so after they're informed about the department vote.

Philip H Kass: Most people don't need to do that. But we see that occasionally as well.

Philip H Kass: The names of the extra mural letter writers, by the way, will never be disclosed to you, although you're going to get a chance to see the external letters, they will be in redacted form and they will never contain the names of the letter writers

Philip H Kass: As I've mentioned before you can request advancement, even if a faculty vote in your department is
Philip H Kass: Once, then the dossier at the department level is entirely complete and you've had a chance to read it, you've had a chance to write a rebuttal, you've had a chance to write a rejoinder. If you want

Philip H Kass: Then you'll be asked to sign a disclosure statements verifying that the packet is final and complete. It's important that you read it very carefully. I'll give you just an anecdote why

Philip H Kass: I had somebody once when I was a department chair in my department who, when a particular action was done came to me and said they strongly objected to the department summary that I had written

Philip H Kass: And I said to them, Well, if you thought that there was something incorrect in there. Why didn't you write a rejoinder than or at least asked me to correct something if you thought it was wrong.

Philip H Kass: On you signed your dossier saying that everything was fine with it and you and the person said to me, Well, I didn't actually bother to read it when I signed their the disclosure statement.

Philip H Kass: So please read your dossiers very carefully and don't sign the disclosure statement until you're satisfied that the dossier is fully complete and you've had an opportunity to provide your input into it.

Philip H Kass: Hopefully through a candidate statement. It's not mandatory but I strongly recommend it through contributions dei statement.

Philip H Kass: For rebuttal. If you think it's necessary, and for a rejoinder letter. If you think it's necessary.

Philip H Kass: And I hope you can start to get the sense. Now, when I talk about how the process is very transparent. There's lots of ways for you to have input into what goes into your dossier before your colleagues and your department get to read it.

Philip H Kass: Now this is designed to just show you the impact that step plus has had
Philip H Kass: Which except for the promotions, we don't allow for any now anymore now and then after step plus began. If you look at the before step plus columns. You can see that between 85 and 90% of our faculty got one step advancements

Philip H Kass: And somewhere between about six and maybe 11% of faculty did not advance at all. Now after step plus though things have changed dramatically.

Philip H Kass: One step advancements vary between about 36 and about 43% one and a half step advancements. Now you can see this is amazing go from 39.5% up to about 43.8%

Philip H Kass: And so even though 1.0 really still represents regular normative progress. Many of our faculty are now advancing faster.

Philip H Kass: Than 1.0 step advancement. You can see what 1.5 is and between about 12 and 15% of our faculty get to step advancements as well.

Philip H Kass: Also in the last, let's say, five years that we had looked at with this, the number of people who do not advance is actually exceedingly small so you can say that but 6% between between 1% and 6%

Philip H Kass: Are not going to advance in a particular time. So step plus has really had a profound impact on how how rapidly our faculty are advancing

Philip H Kass: This came from a five year analysis that the academic senate looked at last year. And I think it's suffice to say

Philip H Kass: That step plus is now going to be made permanent in the coming year, there is a working committee.

Philip H Kass: That Professor tell us on that I'm on, and a number of other faculty are on there. It's going to take a look and trying to refine
Philip H Kass: Some of the points about the step plus guidelines to make them permanent, but also to see if we can improve upon them a little bit based on what we've learned over the last six years.

Philip H Kass: This now is a schematic of just how dossiers move through the system. It begins at the lower left with your VI VI dossier, then it goes to your department.

Philip H Kass: As I mentioned, about five minutes ago. If the department's recommendation is one or 1.5 steps, you know, then go to your college or School faculty Personnel Committee for a recommendation.

Philip H Kass: And then it will go to the dean, who will decide most one in one and a half step merits.

Philip H Kass: If the dean. On the other hand, thinks that the dossier your record deserves a two step advancement. Then, then it will go over to the committee on academic personnel or cap.

Philip H Kass: And then it'll go to the Vice Provost the provost or the Chancellor, depending on what kind of action it is if it's a two step.

Philip H Kass: Action. I will decide that if it's a 10 year case the provost can give tenure on or if it's a tenure case the Chancellor can deny tenure something, by the way, that doesn't happen very often at all.

Philip H Kass: Fortunately, now if the department recommendation, though, is a two step advancement, if, if it's a

Philip H Kass: Professor step six merit or Professor above scale merit that's going to bypass the faculty Personnel Committee and go straight to the dean, who will then make them a recommendation to cap, who will then make a recommendation to me.

Philip H Kass: So that's pretty much how the dossiers move through the system.

Philip H Kass: Pursuant to the idea that this is a transparent system sometimes faculty are not happy with the outcome.

Philip H Kass: And when that happens, faculty have the right to file an appeal with a separate committee called cap appellate appeals only occur when the candidate provides explanatory or clarifying information pertinent to the original
dossier, they're not allowed to add new material to a dossier.

Philip H Kass: So you can put in, for example, additional publications scholarship awards, etc.

Philip H Kass: If there are procedural errors. Those could be addressed incorrect application of standards could be argued and those will be examined as well.

Philip H Kass: From kappa pellet. This is not a rubber stamp committee, they don't always regularly uphold the recommendations of caps. Sometimes you will recommend something different and either I or the deans, depending on who had the final determination will pay attention to what cap appellate sets.

Philip H Kass: So if the Dean made the final decision they will continue to make the final decision after the appeal if this is a final decision that I or the provost or the Chancellor made, they will make the final decision after hearing the appeal as well.

Philip H Kass: Now deferrals are are just decisions that faculty can make

Philip H Kass: When they feel that they don't want to go up for an advancement, as I said, faculty don't have really a great deal of, say, in terms of what their advancement is going to be, but they do have say as to whether or not they go up for advancement at all.

Philip H Kass: So if it's time for you to go up and you feel that you are just not ready to go up for a merit or promotion. You can request a deferral

Philip H Kass: Now you can't continue to request referrals ad infinitum, everybody. Again, it has to be reviewed.

Philip H Kass: No longer than every five years. Another point I do want to make is this because this question sometimes comes up people once they get tenure if sometimes said to me, is it okay if I just stay as an associate professor

Philip H Kass: And so the answer to that is no, everybody is expected to continue to progress.
action is when you get to Professor. Step five.

Philip H Kass: You are not required to advance past his professor. Step five. You're of course still expected to do your job, but you do not have to advance but below professor. Step five. People are expected to advance, even if they have tenure.

Philip H Kass: Alright, so I just wanted to make you aware of that. I won't go into a lot of details about it.

Philip H Kass: But you cannot just sit, let's say, at associated three or associate four or associate five or even Professor steps one, two or three or four

Philip H Kass: Hence the five year reviews, even if you defer. You do have to be reviewed at least once every five years. And when you come up for a five year review. There are three options that can happen.

Philip H Kass: The recommendation and those will come by the way to cap and. And to me, the recommendation will either be no advancement, but your performance is satisfactory.

Philip H Kass: No advancement, your performance isn't satisfactory or we may think that you deserve advancement and then we'll go. We'll send the dossier back to the department so that they can initiate an advancement action now.

Philip H Kass: Rarely, people will come up for five year reviews and they will get what's called the know advancement performance on satisfactory.

Philip H Kass: Alright, then they will go back and continue to do their work if they get a second five year review that says no advancement performance on satisfactory.

Philip H Kass: Then we're going to have to have a serious conversation with them about their ability to remain on the faculty. Fortunately, this happens exceedingly rarely so I just, I'm telling you this really for completeness.

Philip H Kass: If you want to really learn more about that process, then I would refer you to a PM 075

Philip H Kass: Now I'm pretty much done with what I wanted to tell you about step plus and advancement. I know it's
complicated.

Philip H Kass: But we're, you know, we're more than happy to talk further with you about it. We will be having bag packed lunch presentations in the coming year about advancement as well. You're always welcome to write. If you have questions.

Philip H Kass: But I want to finish this talk by talking a little bit about the impacts that covert 19 has had. We're not in cognizant of the problems that are going to be happening now in in the future because of

Philip H Kass: I've mentioned, for example, the ability to stop the clock faculty have been allowed to stop the clock one year for the birth of a child for adoption of a child or for foster care or for serious health reasons, or for

Philip H Kass: For serious need to do family care.

Philip H Kass: And that can occur for up to two years two children, two years to event to foster children, two years to adoptions two years.

Philip H Kass: And you have to request this, but we will automatically give it now.

Philip H Kass: Because of code. We recognize that this could affect your ability to say to get your lab going, your ability to write because maybe you've got children at home daycare facilities are closed schools are closed and so on. We expect, then the

Philip H Kass: Will potentially have a deleterious impact on your scholarship and creative activities especially for people who haven't been able to get into their laps and for again primary caregivers of young children and other family members.

Philip H Kass: When this happens, we would like it when you come up for a merit or promotion action to use your candidate statement to explain the impact of

Philip H Kass: has had on your scholarship or creative activities. Okay, we will take this into account when all of us and by all of us. I'm in your department, colleagues, the faculty personnel committees.
The deans and me, we will take this into account, we're not going to be cool about advancements when we know that this has happened outside of your control.

The same goes for teaching, you know, we know that some students are going to adapt better to just learning than others. We know that some faculty are going to adapt to distance learning better than others. And so we want you to use your candidate statement to explain the impact that sheltering in place has had on your teaching and mentoring record.

And you know what, for faculty who have been innovated and still been managed to do a good job, then that could potentially even be positively rewarded through step plus.

Last year, some of you were here last year we made the teaching evaluations from winter and spring optional we just felt that for faculty who are having a rough time of it. And we did not want to harm them in any way. And so the evaluations again from winter and spring do not have to be included in your dossiers.

But we're going to have to continue to have student evaluations going in the future as well as peer evaluations.

Which are still required for the promotion actions. Nevertheless, again, use your candidate statement to explain what happened.

Give us your story. The same is going to be true for service which we think will especially be affected by people.

Who again have children at home who can't go to daycare, or who can't go to school, once again, use your candidates statement to explain the impact that sheltering in place has had.
Now the good news is that an additional year on the eight year clock is going to be allowed for code 19 related reasons you need to be sure to apply for it, though. And don't wait until your potential final year before you do that.

This additional year on the clock is in addition to the two extra years for child or caregiver related activities.

But you have to request it. And there is a special form that Academic Affairs has now put online for you to request this with.

The reason why we have to go to an extra effort for you to request. This is the technically the third year on the clock.

Can only be approved by the UC system wide Provost Michael Brown.

And well, this used to be done exceedingly rarely, maybe I think one or two cases in a three year period from what he has said now because of Kofi

We are told that he will look very favorably upon such requests, you know, as long as they are well documented and come in.

So I want to tell you that just to alleviate additional fears. If you're going to already have two years on the clock.

For childcare birth related reasons. This will be a third year for you if you never need to use two years on the clock or one year on the clock for child related reasons you are still entitled to one year on the clock extra for coven related reasons.

Okay. Now, something that that may affect some of you this who were here last year is this, we have a hard deadline.

Particularly for activities that go into a dossier of September 30. In other words,
Philip H Kass: You need to have if you want a complication to count on your next marriage or promotion. It needs to be at least impress or accepted for publication by September 30 however.

Philip H Kass: For this year only. Let's suppose that because of coven 19 or whatever related reasons, the department or FPC or a dean just not or cap or me does not recommend a marriage or a promotion.

Philip H Kass: You then have the right if you had something published or accepted for publication between September 30 and December 31 to request that that go into your dossier and then it will go back to your department for a new vote, and then it will follow the normal pathways for approval as well.

Philip H Kass: So this is sort of this just for this year only. And again, it's really only meet only going to be used for people who have not had.

Philip H Kass: An advancement recommended by any reviewing body. And if that happens and you have had additional material since September 30 you can put that in and we'll do an entire revote on your dossier.

Philip H Kass: So that's designed to help people who were particularly acutely affected by the coven 19 related closures with virtually no advance notice late last winter and last spring, and last summer.

Philip H Kass: All right, I am exactly two minutes before I'm supposed to finish up, thank goodness. So maybe I'll turn this back over to to Tom

Philip H Kass: And then we'll be happy to answer more questions either together with Professor tell on or after that.

Philip H Kass: So thank you very much. I'm sorry. I had to go through this very quickly, but I really wanted to cover all this ground for you and then hopefully if this motivate some questions a little bit later on today, so much the better. So thank you very much and I'll stop sharing my screen now.

Thomas O'Donnell: Right on. Thank you feel that was well done.
Thomas O'Donnell: Great learner.

Lorena Oropeza: Yeah, so actually you you finished five minutes early.

Lorena Oropeza: But that works out it works out. Um, we're going to have what I have is it to 35 and start transitioning to the breakout rooms. If everyone needs to a little bit of a break right now.

Lorena Oropeza: Or, I would just like to say before we start that transition that

Lorena Oropeza: I really appreciate the time you took, I didn't take any time at the beginning to start with some introductory comments are afraid we wouldn't have time for that.

Lorena Oropeza: And I wanted to make sure that we stuck to this clock. I will say that when I came in. It was a long time ago, this sort of clarity presentation just wasn't, it wasn't

Lorena Oropeza: And it also just where I was at when the, this is a very specific reference to comic book that no longer comic strip that no longer occurs and to one that

Lorena Oropeza: It wasn't there. There was a there was a beautiful meeting in Sacramento and Vice Provost spoke

Lorena Oropeza: But it was it was a one shot deal. There wasn't the PowerPoint slides that wasn't the sort of intense scaffolding that I find really helpful.

Lorena Oropeza: And it also just where I was at when the, this is a very specific reference to comic book that no longer

Lorena Oropeza: Went out of date. But it's very specific. But if any of you ever saw or

Lorena Oropeza: A series of TV specials on Charlie Brown. I never understood as a child, why the
Lorena Oropeza: Charlie Brown and all of his children peers would be speaking, but all of the adults with the La, la, la. Whoa, whoa, whoa, whoa.

Lorena Oropeza: And when I would hear about academic affairs and all of these hoops. It kind of sound on. Whoa, whoa, whoa, whoa.

Lorena Oropeza: So to have the Vice Provost here explaining it bit by bit, step by step, and telling you specifically to go to the ATM for backup.

Lorena Oropeza: And I'll just add one little piece of advice, which I didn't know is that these merits are in conversation with each other.

Lorena Oropeza: So when you come up with for merit some specific here. The first thing you should do is look back and figure out what they said and where you are at the year before.

Mariel Vazquez: I would say there's a couple of questions in the chat so feel is answering them, but I don't know if you want to answer out loud so that people hear what you have to say feel. And yes, thank you so much for the presentation.

Philip H Kass: Well, I actually just just through on my interest into chat, but professors Sumner made a good point that right after somebody has hired a right after somebody promotes then to sort of streamline the process. The FPC is actually bypass so it'll go from the department to to the dean.

Philip H Kass: Unless Gina unless it becomes non delegated to the dean and then it'll go up to camp, but it will bypass the FTC

Philip H Kass: That was part of a streamlining recommendations that we had on then the other question was if somebody gets a no advancement performance and satisfactory.
Philip H Kass: Decision after a five year review. Is there an actual consequence for that and the answer is no, nothing bad happens, you could come up for your America very next year.

Philip H Kass: But what it doesn't reflect is that if you've gone five years without an advancement, that's a red flag and that your performance is unsatisfactorily

Philip H Kass: And therefore your department will begin to watch carefully and hopefully try to help somebody get out of that mess.

Philip H Kass: When there are actually two successive five year know advancement performance on satisfactory ease

Philip H Kass: Then the campus will initiate and in a PM oh seven five action which is dismissal. It happens really rarely so I don't want you to think that any of that is going to happen to you.

Philip H Kass: I know all of you well enough from your records to know that I'm certain that that's not going to happen. But to answer the question. The professor's, he said.

Philip H Kass: There is no no actual action that occurs at the end of it.

Philip H Kass: And no advancement performance on satisfactory decision, this is this is in lieu of a merit increases for scientists to warn somebody that they're not on the right track and need to get back on the right track before it's too late.

Lorena Orobeza: And, you know, I'm sorry, but I think I have two calendars in front of me. So we're going to, let's go into the breakout rooms. Let's transition to the breakout rooms and we'll start there to 35 ideally. Thank you.

Thomas O'Donnell: I just hang tight Rosa, it's got to put everybody into their rooms with their FPC representative

Rosa Deniz: Okay, and so that

Rosa Deniz: Would you like me to go ahead and have you join one of the breakout rooms with one of the FCC
members.

01:16:18.960 --> 01:16:21.780
Philip H Kass: It does every breakout room to have an FCC member

01:16:22.170 --> 01:16:22.770
Yes.

01:16:23.790 --> 01:16:30.450
Philip H Kass: I think not. I don't, I don't want my presence to to have any type of influence on what people feel free or not free to say

01:16:30.540 --> 01:16:31.350
Philip H Kass: So maybe I'll

01:16:31.650 --> 01:16:35.610
Philip H Kass: I'll stay out. But I'll check. I'll jump back in when you're everyone leaves the breakout rooms.

01:16:35.880 --> 01:16:42.000
Rosa Deniz: Okay, Lord, and nobody really would you to Japan, any of the breakout rooms.

01:16:42.840 --> 01:16:45.000
Lorena Oropeza: I think I'm good not joining them.

01:16:45.360 --> 01:16:48.630
Lorena Oropeza: Okay, other material. I'll be here, but I'll be working in other

01:16:48.630 --> 01:16:49.320
Mature

01:16:50.340 --> 01:17:04.770
Mariel Vazquez: I think it's the same with me. I mean, if there's anything we need to discuss. We can do it now. But yeah, we can let them answer questions in the breakout rooms and ideally when they come back, they have questions for everybody, or fulfilling particular

01:17:07.230 --> 01:17:12.330
Lorena Oropeza: visitations now though, and often it's going to be available crap so that

01:17:13.350 --> 01:17:13.740
Lorena Oropeza: They can
Philip H Kass: Be happy to provide it to you. Absolutely.

Lorena Oropeza: Nice. Yeah. That would be fantastic, because some of it went so quick. Right. It has to, it has to end it on time. You're absolutely right. You ended on time. Um, but that would be great. Yeah.

Philip H Kass: Well absolutely happy to share it all.

Lorena Oropeza: And that's part of the transparency and making sure that everyone knows what's going on. Yeah. Yeah. Because not all departments are necessarily that helpful. So depending you know i mean i think they, some are better than others. So, yeah.

Lorena Oropeza: There's a general sense of wanting to have everyone succeed, but this is really helpful. Yeah. Okay, well I'm going to turn off my screen then and then those breakout rooms are for. I want to make sure I have the right timing.

Rosa Deniz: And therefore 40 minutes so we are due back at

Kimberly Nettles-Barcelon (she/her): Go can ask a quick question.

Kimberly Nettles-Barcelon (she/her): Sure. So I hadn't ever really heard of putting stuff into my Info Box as you go along. But it was always like this mad rush you know right before. And so that's really great to to learn and and so we can just do that ourselves. You don't have to have Lisa or anybody in. Okay.

Philip H Kass: No, definitely not. You know, every time something happens with me, maybe, maybe I give a talk somewhere or you get an award or you serve on a committee, you're on an editorial board just put it in while you're thinking about it. Yeah, yeah.

Kimberly Nettles-Barcelon (she/her): This is always a scramble like you mean you don't remember something
530
01:18:57.090 --> 01:18:59.430
Mariel Vazquez: Yes, I have a couple of comments.

531
01:19:00.720 --> 01:19:10.590
Mariel Vazquez: Maybe things that you want to, to clarify when it opens up again for q&a so when we're talking about stopping the clock is that only from

532
01:19:11.370 --> 01:19:25.320
Mariel Vazquez: Before tenure or does that also apply to people who are associate level because we have a few examples encompasses, I guess. Yeah, both campuses and come scholars associate level. So the seed applied to go to go to be promoted to fall.

533
01:19:26.970 --> 01:19:41.220
Philip H Kass: Well, there's no there is no eight your clock. When you promote the full professor. There's no clock. When you promote a full professor, but you can get a postponement, without prejudice for family related reasons encoded related reasons. So it's called a postponement.

534
01:19:42.240 --> 01:19:55.950
Philip H Kass: But the only real clock is is the clock that somebody has for tenure for security of employment and in certain academic Federation titles that you know we're, we're not talking about today. Right.

535
01:19:55.980 --> 01:20:04.560
Mariel Vazquez: Okay, so it might be good for them to know that if their associate professors, they can still apply from postponement if they feel they need it and

536
01:20:05.850 --> 01:20:15.780
Mariel Vazquez: Yeah. And the other question that I i know people usually don't know. And from what I can tell, it varies from department to department, but who reads your dossier.

537
Mariel Vazquez: So your colleagues and isn't your colleagues below your, your level or everyone in the department and also vary from department to department.

538
01:20:26.670 --> 01:20:35.370
Philip H Kass: Yeah, yeah. Because it varies from department to department, we can certainly talk about that, right. Well, thank you so much. Sure.

539
01:20:36.060 --> 01:20:37.110
Mariel Vazquez: I'll see you

540
01:20:38.880 --> 01:20:39.660
Mariel Vazquez: What did she say
Philip H Kass: 1515 okay that sounds good. I'll be back.

Mariel Vazquez: Thank you so much. Yeah.

Thank you.

Mariel Vazquez: Kimberly.

Okay, good.

Mariel Vazquez: Oh, you're muted you're muted.

Kimberly Nettles-Barcelon (she/her): I'm so sleepy.

Kimberly Nettles-Barcelon (she/her): Wow.

Kimberly Nettles-Barcelon (she/her): So next on my mind.

Mariel Vazquez: I know I'm feeling the same. Well, it's this period is very difficult emotionally difficult

Mariel Vazquez: And a lot of hustle for something to you. Well, I hope we can meet now that the air is cleaner and

Mariel Vazquez: You and maybe others can come over, just to the garden, social, listen, but in person, don't cause some

Mariel Vazquez: Think about it.
Mariel Vazquez: From another coming over. Right. Well, I'll let you be coming for a little bit and I'll see you in a moment, there is some background. So I don't know what it is on your side.

Kimberly Nettles-Barcelon (she/her): By side.

Mariel Vazquez: I don't know if it's, I mean, now that it's only you talking to you, and I wasn't sure if it was you, or someone else but it came up when you introduce yourself.

Kimberly Nettles-Barcelon (she/her): Yeah Lorena had mentioned it as well. And I'm not really sure.

Kimberly Nettles-Barcelon (she/her): What's going on. I'm going to try to unplug here. Let me try something real quick.

Kimberly Nettles-Barcelon (she/her): Change it.

Mariel Vazquez: Improved but there's still a beeping in the background.

Mariel Vazquez: So maybe your microphone. You could try to use headphones and see if that improves it

Kimberly Nettles-Barcelon (she/her): I need a decent pair of headphones, which I don't have. Yeah. So, okay.

Kimberly Nettles-Barcelon (she/her): All right.

Mariel Vazquez: I mean, it's good to know it before you decide to talk for a long time, or something like that.

Mariel Vazquez: Okay, so. So what do you think about at five during the closing remarks to take 10 minutes for people to say a little bit more about themselves who they are and what they work on

Kimberly Nettles-Barcelon (she/her): Um, maybe it depends. It's kind of a long afternoon, so I think
Kimberly Nettles-Barcelon (she/her): My feeling

Mariel Vazquez: Yeah, it is long. I was just reflecting that the key thing that is missing from this orientation is by necessity.

Mariel Vazquez: Because of the times we're living is the networking then meeting your peers.

Mariel Vazquez: So at some point, we do need to to introduce that that aspect where they can see each other's faces and hear about what each person is working informally.

Kimberly Nettles-Barcelon (she/her): Yeah, now I see

Kimberly Nettles-Barcelon (she/her): So many faces and names people that I didn't know. I'm assuming their campus.

Kimberly Nettles-Barcelon (she/her): But what the one scholar who is sociology and

Kimberly Nettles-Barcelon (she/her): She microbiology and sociology.

Mariel Vazquez: I don't know.

Kimberly Nettles-Barcelon (she/her): Yeah.

Mariel Vazquez: So she is in the she said you're a scientist.

Mariel Vazquez: She's in pharmacology physiology and neuroscience and then there's Tiffany Johnson, who is in pediatrics.
Mariel Vazquez: But she works a lot on social aspects like fall disparities and popping doctors be unbiased, so she might have a sociology aspect to what she does. I don't remember what she said when she introduced herself.

Kimberly Nettles-Barcelon (she/her): Folks, I've been able to spend some time with

Kimberly Nettles-Barcelon (she/her): Some of it.

Kimberly Nettles-Barcelon (she/her): Reading group.

Kimberly Nettles-Barcelon (she/her): Right now, which is great, but it's also just

Kimberly Nettles-Barcelon (she/her): But it's been good, because they've been able to meet each other, talk to each other. So the, I think we need to why you want another opportunity.

Kimberly Nettles-Barcelon (she/her): Really fall. Yeah, yeah.

Mariel Vazquez: Yeah, I

Mariel Vazquez: Haven't done any of that. And someone asked me welcome with I would like a happy hour just that Zoom is not friendly right because you cannot

Mariel Vazquez: Talk to individuals and you cannot talk at the same time.

Mariel Vazquez: Okay, well, I'll see you in a little bit.
01:26:09.510 --> 01:26:10.380
Rosa Deniz: Hi Darnell

593
01:26:15.450 --> 01:26:20.400
Darnel: Not having an undergraduate program large and like

594
01:26:23.730 --> 01:26:29.220
Darnel: I'm trying to connect to just the audio because my my internet is not stable.

595
01:26:29.370 --> 01:26:30.840
Darnel: So I was trying to see if I could just

596
01:26:31.170 --> 01:26:34.590
Darnel: So yeah, so I'm just going to use my phone to hear the audio.

597
01:26:34.950 --> 01:26:40.020
Rosa Deniz: Do you, um, do you have the calling number for you to join.

598
01:26:41.010 --> 01:26:54.540
Darnel: So, oh I, oh, should I join because I'm still joined in. I'm in the break room breakout room right now. And I just wanted to connect to what I would, would it be possible for you to connect this to the breakout room done. Oh.

599
01:26:54.960 --> 01:26:55.980
Rosa Deniz: No problem.

600
01:26:56.250 --> 01:27:01.650
Rosa Deniz: Okay, and you're with professional schools with Miss Cynthia pasmore right

601
01:27:01.710 --> 01:27:02.610
Darnel: Yes, yes.

602
01:27:03.300 --> 01:27:04.110
Darnel: All right. Thank you.

603
01:27:04.380 --> 01:27:05.310
No problem.

604
01:27:07.720 --> 01:27:32.370
Darnel: And will I have to do anything or will it be

605
01:27:32.370 --> 01:27:38.610
Rosa Deniz: Automatically, I'm not sure that I can do this. I think

606 01:27:44.610 --> 01:27:46.290
Rosa Deniz: Having technical issues.

607 01:27:51.570 --> 01:27:54.150
Rosa Deniz: Nursing, they get lumped in with us, but

608 01:27:54.510 --> 01:27:55.980
Darnel: There they are.

609 01:27:59.040 --> 01:28:00.870
Rosa Deniz: I'm not sure that I can give

610 01:28:02.130 --> 01:28:02.760
Rosa Deniz: You

611 01:28:04.020 --> 01:28:04.140
Darnel: The

612 01:28:04.170 --> 01:28:11.910
Rosa Deniz: Credentials, I have only for Darnell dig on and um I think the most

613 01:28:12.930 --> 01:28:13.620
Rosa Deniz: Darnell

614 01:28:15.420 --> 01:28:18.180
Darnel: Okay, in terms of the kind of question for us.

Darnel: Have an undergrad program. Yeah, you have a minor. We have a minor. So we're trying to get major right now. Right. And that was hugely yeah a lot of controversy over here.

616 01:28:46.650 --> 01:28:47.250
Rosa Deniz: Yes.

617 01:28:47.940 --> 01:28:48.960
Mariana Galindo-Vega: He listened, the phone.

618 01:29:00.330 --> 01:29:02.670
Darnel: Yes. Okay, I'll just do what I can.
Mariana Galindo-Vega: Okay.

Rosa Deniz: Oh, can I move him into

Mariana Galindo-Vega: That's what I'm trying to figure out us well I'm because

Rosa Deniz: Nothing ever up because of a credentials.

Rosa Deniz: And because I assign go ahead of time. I'm not sure that I can do it now.

Rosa Deniz: Okay.

Darnel: And it just didn't financially didn't make sense. I can't remember the details of that. But it was about

Mariana Galindo-Vega: Interesting because it's a key keeps coming in and out as well.

Rosa Deniz: I can't

Rosa Deniz: I can't join him because

I don't think I can do it.

Are you there.

Are you there.
Right now.

633
01:54:03.660 --> 01:54:05.790
Lorena Oropeza: I'm here, you're there. Kimberly.

634
01:54:07.080 --> 01:54:14.370
Rosa Deniz: I'm, I'm here. I think everyone else has stepped away for just a few minutes.

635
01:54:15.240 --> 01:54:18.030
Lorena Oropeza: Okay, let me make sure I have that grip.

636
01:54:18.300 --> 01:54:19.080
Mariel Vazquez: I'm here to

637
01:54:23.490 --> 01:54:31.920
Lorena Oropeza: Be so glad when I have a greater computer right now working on the tiny laptop and no matter what produce like today, it's too much going on.

638
01:54:32.310 --> 01:54:33.540
Kimberly Nettles-Barcelon (she/her): Oh, can you hear me now.

639
01:54:37.410 --> 01:54:37.740
Mariel Vazquez: Yes.

640
01:54:38.550 --> 01:54:39.540
Mariel Vazquez: I can hear your Kimberly.

641
01:55:06.780 --> 01:55:07.920
Mariel Vazquez: Right now, I cannot hear you.

642
01:55:44.880 --> 01:55:45.630
Mariel Vazquez: very faint.

643
01:55:54.510 --> 01:55:55.890
Lorena Oropeza: Now you're in an echo chamber.

644
Lorena Oropeza: Right.

645
01:55:59.790 --> 01:56:00.780
Mariel Vazquez: Yeah, there was a
01:56:03.330 --> 01:56:05.940
Mariel Vazquez: There was no beeping. So the big thing is gone.
01:56:16.200 --> 01:56:20.430
Rosa Deniz: Okay, it's a one minute warning before the breakout sessions and
01:56:41.940 --> 01:56:45.360
Rosa Deniz: The breakout room so they should join shortly.
01:56:59.610 --> 01:57:00.150
There we are.
01:57:20.910 --> 01:57:23.280
Lorena Oropeza: Also have all the breakout people returned
01:57:24.300 --> 01:57:30.180
Rosa Deniz: Yes, the breakout rooms have ended and everyone is back in the meeting room.
01:57:30.750 --> 01:57:53.460
Lorena Oropeza: Amen. Amen. So right now what we wanted to do was have a question and answer session with I
01:57:53.700 --> 01:57:55.110
suppose your cast and also with Professor on tell Professor Lisa tell and if I could ask her. We were so brief before you
01:57:57.990 --> 01:57:58.470
wouldn't mind introducing yourself to the gathered
Cynthia Passmore: Around people
01:57:59.080 --> 01:57:59.570
Lorena Oropeza: To have you
01:58:02.910 --> 01:58:03.900
Lorena Oropeza: Introduce yourself.
01:58:04.050 --> 01:58:14.190
Lisa Tell: Yeah, sure. I'll go ahead and go. So my name is Lisa towel and I'm a veterinarian. I've been here on the
01:58:05.510 --> 01:58:07.000
campus now for 26 years
01:58:07.040 --> 01:58:08.530
Lisa Tell: I have loved being a faculty member here. And so I welcome all of you guys.
01:58:09.630 --> 01:58:10.120
Lisa Tell: Yeah, sure. I'll go ahead and go. So my name is Lisa towel and I'm a veterinarian. I've been here on the
01:58:11.220 --> 01:58:12.710
campus now for 26 years
01:58:13.310 --> 01:58:14.800
Lisa Tell: I have loved being a faculty member here. And so I welcome all of you guys.
Lisa Tell: It's really been a great institution to have a career.

Lisa Tell: I've been involved with the academic personnel process for a while now. I was on the faculty Personnel Committee for my school for four years for which to I was chair.

Lisa Tell: And then I was Vice Chair for my department for two years and now I've been on cap for three years and for this last year. I'm serving as the chair to represent all of you as Senate members.

Lisa Tell: So I appreciate the invitation to be here today and I'm really excited to see so many new faces.

Lorena Oropeza: And so this was designed as a question and answer session. Especially given

Lorena Oropeza: How compact and informative. The original presentation by viral Vice Provost passwords and then you had time for your 40 minute breakout. So do you have come questions for Professor tell or Vice Provost cast

Lorena Oropeza: And that would. This is like the golden it's a good time to ask

Thomas O'Donnell: And it might be easier, since we got two screens, if you if your question is easy enough to throw into chatter. If it's more complicated that

Theresa O'Donnell: Indicate that you have a question, so that we can just make sure that nobody gets talked over or missed

Thomas O'Donnell: That might be the best because there's no hand function. Right. We don't have the we do, we will cannot people raise their hand as well. And I can just keep track. I'm happy to moderate if

We're

Lorena Oropeza: Going to be stand if no one has any questions I had anticipated that
Lisa Tell: It's a lot of information. So

Lorena Oropeza: Here we go. Ben has something

Lorena Oropeza: And you just want to say it out loud.

Benjamin David Weber: Sure. Sorry. Um, I wonder if either of you could talk a little bit about how creative work, new media scholarship digital

Benjamin David Weber: Projects are being evaluated for promotion, because I know there's standards in different disciplines and they're being developed. And I wonder if there's any kind of university wide approach to that.

Lisa Tell: Fell. Do you want to comment on that.

Philip H Kass: Why don't you go ahead, Lisa.

Philip H Kass: I have anything to add. I'll jump in.

Lisa Tell: OK, so I would say

Lisa Tell: You know, I do think that that is dependent on the discipline.

Lisa Tell: Certainly, if it's a discipline of which that is the major way that you're demonstrating your creative activities, then that is going to be a large component of your packet. If

Lisa Tell: Some media type related activities are a supplement to your work. So maybe you know publications are the primary thing that you do, but it's alternative media, then that also is going to be considered.

Lisa Tell: But once again, if you're a publication based discipline than the publications are going to be the primary thing
that are going to be looked at.

Lisa Tell: So, in my view, I think it once again is discipline dependent. Now some of the disciplines do have criteria for evaluation. And so that is shared with CAP and

Lisa Tell: The expectations for those different disciplines and we look at that and then evaluate respective to that. Does that help answer your question.

Benjamin David Weber: Absolutely.

Lisa Tell: Anything else you'd like to add to that, Phil.

Philip H Kass: Yeah, that was great. Thanks.

Lorena Oropeza: Any other questions.

Thomas O'Donnell: There's a question from Dr. Johnson.

Thomas O'Donnell: About it was uncertainty about were invited lectures, for example, Ground Round grand rounds. Does that go under teaching expanding knowledge of your research or service.

Lisa Tell: So I would say in regards to

Philip H Kass: When we think when, at least when I think and Lisa a saboteur perspective when I think about teaching and mentoring. I'm thinking about the UC Davis Student audience.

Philip H Kass: And so if you are giving invited lectures at UC Davis for UC Davis students or residents or interns to me that falls under university teaching.
Philip H Kass: Because your art your audience is UC Davis. Now if you're invited to give a lecture somewhere else, then, that to me is, is more reflective of your professional competence, maybe your public surface. So I tend to demarcated based on who the audience is now, Lisa. What do you think

Lisa Tell: Yeah, I agree with that. I'm sorry. This is a disadvantage of being a veterinary having dogs just rang my doorbell.

Lisa Tell: But I agree with Phil So especially for inviting scientific lectures.

Lisa Tell: Those are obviously good to go and abstracts and presentations.

Lisa Tell: So cap does take those guidelines into account and I would say one of the important things

Lisa Tell: Very commonly is that either department chairs or means we'll talk about what the expectations are, and they will put the candidates.

Lisa Tell: Record in light of the expectations for other departmental members or other school or college members and so that is how we kind of have a comparison.

Lisa Tell: for evaluating your packet what the expectations are. And then how your packet compares if you're way above and beyond your highlighted is doing exceptional work.

Lisa Tell: Also, that's, that's also, I would say, relative to teaching what the teaching expectations are.
Lisa Tell: A lot of times department chairs will actually make comments in regards to teaching at a teaching load that faculty members are expected to have and what the load is expected as they progress through their career.

Lisa Tell: So once again, all of those things are taken into account, and it's good for you as candidates to know that up front so

Lisa Tell: You know, if you don't meet with your department chairs on a regular basis. I would really highly advise that you meet with your chair asked to meet with your chair at least once a year.

Lisa Tell: Thing, you're going to get some insight on his other candidates packets that you're voting on. You should also get some insight there is to what the expectations are, and

Lisa Tell: You're going to see other members and what they're participating in and what the expectations are as a faculty member, as they progress through rank and stuff.

Philip H Kass: And I'll just also add to that these guidelines, whether they come from a national organization or come from the Department

Philip H Kass: still remain advisory to CAP. CAP is not bound by them that I remember a long time ago when I was on committee on privilege and tenure.

Philip H Kass: That a department filed a grievance because they said that cap came up with an independent decision about a promotion.

Philip H Kass: That would not have necessarily come up with it they adjusted here to the disciplinary guidelines.

Philip H Kass: That would not have necessarily come up with it they adjusted here to the disciplinary guidelines.

Philip H Kass: And our, our committee. Look at that. And we investigated and what we what we learned is that these disciplinary guidelines can be very valuable than informing the way a department.

Philip H Kass: Evaluate somebody, but they do not determine, for example, whether somebody gets a promotion that's that's a recommendation that has to come from cap and cap is not obligated to follow to follow what a national organizations recommendations are
Lisa Tell: I that's a good point fell, and I would also comment.

Lisa Tell: That the guidelines are there. But once again, especially for promotions and to step actions you also are being compared against peers in the rest of the campus.

Lisa Tell: And so that's another thing to consider and probably the biggest thing is is that as you progress in rank and step the expectations do increase because the expectations are that you're going to be meritorious.

Lisa Tell: But once again, it's also a really great great way for people to be recognized for all the great things that they're doing.

Lisa Tell: And so there are some equal abrasion across campus when your packets are coming to cap which is once again a campus wide committee.

Lisa Tell: The other thing I would comment on is that, you know, some we have asked actually asked because the thing to remember is that cap is comprised of nine members across various disciplines, but you don't always have an expert exactly in every discipline.

Lisa Tell: So there is always a Member representing the major colleges.

Lisa Tell: And then there are Members representing the School of Medicine. The School of Veterinary Medicine, we make sure that there's a Member representing harks.

Lisa Tell: So there is a good distribution to ensure that there is representation for all of the major groups across campus. And then there are certain individuals who will also take the packets from the graduate schools like the Graduate School of Management.
Lorena Oropeza: But they're more questions.

Lorena Oropeza: I have one.

Lorena Oropeza: I have one for the group, but I'm not sure you're gonna want to answer it in a zoom meeting. Does this make you feel better or worse. That's what I want to know, like this is all this information helpful.

Lorena Oropeza: Or terrifying are both

Lorena Oropeza: Very helpful. Amen. Really glad to hear it. Yeah, I'm

Philip H Kass: Arena, I would just point out that if you look at that table of actions over that five year period. A 95% plus of our faculty get their advancements

Philip H Kass: That you make people feel good. It

Lorena Oropeza: Will also be their stellar faculty members as well. Also, the, the percentage for tenure is what felt, what is the overall percentage is it eight in the 80% for the 90% I can't remember.

Philip H Kass: It's well above 90% well above 90% it's not 100% but it's very close

Lisa Tell: Yeah, I wouldn't say you know the the big thing about the University of California, especially the University California Davis is that

Lisa Tell: You know, people want to see you succeed. And so that is the number one priority. It's a big investment on your part, but it's also a big investment on their part to hire faculty and their interest is really to help and mentor people and faculty so that they succeed in the program.

Lisa Tell: So, you know, I would, I would say, you know, you're certainly welcome to reach out to senior department
members also if you have anybody in your unit, who has historically served on the FPC that's also very helpful.

Lisa Tell: There's a lot of information on the academic affairs website. But I would say my department chair when I first came and all I'll say that i i came not knowing I was going to go into academia.

Lisa Tell: He basically said to me, he says, I'll tell you. I'll tell you this advice you basically you stay home. You do your research, don't do a lot of book chapters and keep your nose to the grind and make sure to focus on teaching and don't get overwhelmed with service. Is it any questions.

Lisa Tell: But in the end, it was probably really really good advice. Going from assistant to associate

Lisa Tell: And so, and if you can find a mentoring committee who will be an advocate for you and use them as your advocate, you know, I have some other faculty members that I mentoring and they'll ask me whether or not they should

Lisa Tell: Do something that is service related and all tired. I'll just sell. Tell them you know if you feel comfortable doing this, tell them that your mentoring committee has advised that that would not be in your best interest at this time. But you be happy to participate it another time.

Lisa Tell: But that, that is that is within your purview, because our goal is to see you succeed.

Lisa Tell: And the other thing that I guess I would say that, you know, that is really going to be important is that we're going to be evaluated on is looking for a thematic program that shows your intellectual voice that is probably the best way that I can say it.

Philip H Kass: What I would add is in your contributions to your publications discuss your leadership role in those publications

Philip H Kass: Leadership is very different than independence nowadays sciences moving more and more into a team. Team based direction, but so what's important is that you focus on what was the leadership that you provided to the ultimate success of publication of this manuscript.
Lisa Tell: Yeah, and your intellectual contribution. Yeah, yeah.

Philip H Kass: And Lisa professors. He also asked another question about it was just sort of a follow up about if you're

Philip H Kass: Giving a pre invited to give a presentation to a meeting and you also have an abstract of that, where do you put this and you know I've been in situations where I've given presentations without an abstract. I've had abstracts without a presentation. I've had both it

Philip H Kass: In my opinion, if you are, if you are invited to give a presentation and an abstract a company said that you should indicate that both under the presentations as well as the abstract and you can upload the abstract. Is that pretty much the way that captures it

Lisa Tell: Yeah. Yeah, I think so. I think that that is a reasonable way to do it, because sometimes you give presentations and there's no abstract and like you say, sometimes you have presentations that have both. And so you can upload it in in both locations.

Lisa Tell: Also there are going to be poster presentations, where obviously you're not going to have a abstract. It's going to be in presentations and you're going to indicate that it's a poster.

Lisa Tell: The one thing that I do think also, just to warn people about is that when you use the PubMed utility for uploading into em IV.

Lisa Tell: If you are utilizing open source publishing avenues, be careful if their author corrections because they will show up twice. And obviously, you're only going to want to have that publication or show up once. So the correction is not going to be listed in, am I. V.

Lisa Tell: Because

Lisa Tell: You, you only want to show that original research publication once

Lisa Tell: And so you have to, you know, be critical and and be careful to evaluate your dossier.
Lisa Tell: Because a lot of that has to do with if you're critical about evaluating your dossier and you're careful about it, that also adds credibility.

Lorena Oropeza: Those essays can become huge! I'm looking at one right now, it's 90 pages long, so...

Lorena Oropeza: This isn't a share of work and the way it's categorized. It's also that it's also time consuming, because it's the books that work in progress.

Lorena Oropeza: articles published. I mean, there's just so many categories and in things only go in one so that takes it is a very time consuming process. I had started early, that's Julie's river! That's a huge, huge piece of advice, isn't it? Phil mentioned, I had a question. I don't think we've missed any can either one of you speak a little bit more about service because I think especially as assistant professors coming in.

Lorena Oropeza: Your courses are assigned to know what your research is about but service is just kind of this amorphous category that can get bigger and bigger.

Lorena Oropeza: Without some pre planning. So if you have any advice or like, what, how do you, how do you decide or or what is sufficient right or anything in that category.

Philip H. Kass: Yeah, you said you started it. So why don't you keep going.

Lisa Tell: Okay. Um, so I would say that from a service standpoint.

Lisa Tell: Certainly doing service at a local level is is a great contribution.

Lisa Tell: I would say that at the assistant level, you know you as individuals are obviously all very talented.

Lisa Tell: And the tendency is for people to ask you to contribute and to participate.
Lisa Tell: But you, unfortunately, to a certain degree, and hopefully your mentoring committee needs to be an advocate for you because the goal is for you to make it through promotion and so service.

Lisa Tell: The important thing is to is to be so doing some service. You can't totally not do any service, but be careful about the service, you know,

Lisa Tell: Look for what I call low hanging fruit. You know, go ahead and be on some committees that aren't going to be a huge time consumption for you, but we'll give you some good

Lisa Tell: You need to have some but you definitely don't want your service to be overwhelming your time, you need to have concentrated time to be able to do your

Lisa Tell: Research and to get your teaching up and going, I would say, you know, if your service is, um, you know, kind of overwhelming your time so that you are not able to get blocks of time to do some of your research or your teaching, then you're probably doing too much service.

Philip H Kass: And for those of you who are assistant professors, you'll be getting an appraisal.

Philip H Kass: Approximately in your fourth year which is a way of university giving you collegial feedback about how well you're doing towards tenure.

Philip H Kass: You'll be getting comments from the department from the FPC the Dean from cap from me and if, if we think that your services somehow deficient will let you know so that you there's there's time to ramp it up before you go up for tenure.

Philip H Kass: This should not be a source of stress for you, as you know, Lisa was saying.
Philip H Kass: Not a lot of services executive assistant professors. There's plenty of time for you to get more of it you know as you migrate into the higher ranks. So don't try to kill yourself. Now, it's not a good use of your time.

Lisa Tell: Yeah. And as you get to be hiring the ratings. Actually, the expectations, you're going to do a lot of service so

Lisa Tell: There'll be plenty of time to do that. I also wanted to make a quick comment in regards to MTV. Um, the other thing to really be aware of, especially when your packets are coming through for promotion.

Lisa Tell: Or even your appraisals, is that for cap. We're meeting every week and we're looking at, you know, anywhere from depending on the time of the year 12 to 20 dossiers at a time, and sometimes these are big dossiers.

Lisa Tell: And so the thing that's really important to to to remember is that if you can help us understand what you do and how it contributes and what you're contributing scientifically.

Lisa Tell: Teaching remember teaching is a holistic approach. It's not just your teaching scores, it's the student comments. It's your mentoring. It's mentoring undergraduate students graduate students K through 12 it's doing undergraduate honors thesis, all of those things.

Lisa Tell: So it's, you know, but make sure to help us to understand it in your candidate statement, and I would I would emphasize that your candidate statement should enumerate

Lisa Tell: Numbers and things that you've already done with your contributions to publications. It should give us the big picture view of what you've been doing. It should tell us the story of what you've been doing

Lisa Tell: Since you joined UC Davis, or if you're further up and my can stop you know as you're progressing give us that whole big picture story.

Lisa Tell: The other thing about the assistant professors. Is that your packet will go back to your last terminal degree.

Lisa Tell: So you'll be evaluated since your last terminal degree. But obviously, we're going to also be looking at, which is just as important to your contributions since you've been here at UC Davis.
Lorena Oropeza: So since your PhD in most cases. Is that what you mean the stuff

Lisa Tell: Or maybe postdocs, okay. Okay, thank you. Um,

Lorena Oropeza: I had a word about service. And that's it, because there's so much of it is to be proactive in what you want to accomplish, like decide where you want to put your energies and

Lorena Oropeza: The request will keep coming by. So you really have to decide what is that you want to where you want to devote the time that you have

Lorena Oropeza: Kimberly in the chat room mentioned that our campus and comes our scholars are going to have lunch committees filled, you want to speak a little bit about those

Philip H Kass: So the launch committees are going to be essentially mentoring committees that will stay with you until you promote to full professor

Philip H Kass: For the equivalent. So there'll be somebody from your department who is a senior faculty member somebody representing the leadership either a chair or a vice chair and somebody who's a compost or a concert affiliate as well.

Philip H Kass: Which means that, for example, I'm an accomplice affiliate so I'm on the lunch committee of somebody right now who's accomplished scholar.

Philip H Kass: At academic affairs is either finalized who years are going to be or is in the process of finalizing who they will be. It's kind of a long drawn out process that got to lead line fortunate last year because of coven

Philip H Kass: involves a lot of consultation, both with the Office of D high, as well as the department leadership.

Philip H Kass: And we're recommending to these groups meet with the faculty at least once a quarter, if not more often is necessary and simply to be available to answer questions.

Philip H Kass: When advanced actually began the launch committees were one year long committees and when it
moved into academic affairs, I switched out again to last through promotion to full professor

Philip H Kass: Because people need mentoring very much through their Associate Professor rank. We know that from some of the coach survey the work that we've done in the past.

Or

Lorena Oropeza: Any other questions.

Lorena Oropeza: Vice Provost cast and Professor tell for all of your insight and wisdom.

Lorena Oropeza: And I will say what all Tom mentioned, that is putting all of the information together in a packet

Lorena Oropeza: I'm going to include a mentoring map. This is going back to what Julie said in the chat that you need many mentors outside of your department.

Lorena Oropeza: There's a mentoring map that comes from the National Center for Faculty Development and Diversity that we credit and then we use it, it just teaches you to. There's a lot of slots to fill in. When you have that whole

Array of support. It's the better off you are. But anyway, I will just say thank you, then, and we'll meet again at four o'clock. Does that sound.


Lorena Oropeza: We're good. Okay. Thank you so much, really appreciate your time.

Lisa Tell: I thank you.
Lorena Oropeza: Good information.

Lisa Tell: There.

Thomas O'Donnell: Thank you. Presenter. Oh.

Lisa Tell: My god.

Thank you.

Thomas O'Donnell: That was awesome.

Lorena Oropeza: For all of the faculty as well. Julie and Martha and oh my gosh, Cynthia and I'm losing people but they all took time out because it's true UC Davis really does want to see people succeed. So, this is it. Thank you. And we'll see each other at core and yes

Darnel Degand: Thank you. Thank you.

Lorena Oropeza: Well, are you guys there.

Mariana Galindo-Vega: Yes.

Lorena Oropeza: Some people are still around. I'm just, I'm trying to find my my team.

Rosa Deniz: I'm here on Lord enough
Lorena Oropeza: Yeah, I just

Kimberly Nettles-Barcelon (she/her): Hear to hear me.

Lorena Oropeza: Yeah, I think we're good. I just if anything's not going according to plan, just let me know. That's all. Okay.

Philip H Kass: We're gonna do you need me for anything else today.

Lorena Oropeza: I actually gave you a Bindi surname last yes I gave you your like sign up moment.

Lorena Oropeza: But I think you're good. I mean, I thought that was super, super helpful. Thank you so much.


Mariel Vazquez: Yeah centerfield. There was growth was

Lorena Oropeza: Really really helpful. Thank you. Oh, yes.

Philip H Kass: Your father

Lorena Oropeza: Oh, someone didn't

Rosa Deniz: I needed him.

Rosa Deniz: He realized that he was unmuted.
Rosa Deniz: You are not muted mode enough

Lorena Oropeza: Okay, well there's, I have nothing interesting going on in my life. I have nothing to

Lorena Oropeza: Call my mother, maybe. Okay, I'll unmute I'll mute myself just in case.

Lorena Oropeza: Keyboard. Yeah.

Rosa Deniz: Go ahead and a resume at four o'clock and you'll be able to go ahead and share your screen to go ahead and show those slides.

Sallie Poggi (She/Her): Wonderful will be ready.

Rosa Deniz: Okay. All right. Thanks so much.

Melissa Blouin: Give her to it.

Lorena Oropeza: Everyone is

Lorena Oropeza: Coming in, bit by bit.

Yes.

Lorena Oropeza: We edible health. It's four o'clock I wanted to get started again.

Lorena Oropeza: And we're switching
Mariel Vazquez: Maybe wait one minute because there's still a lot of people missing. Just some people

858  
02:43:03.390 --> 02:43:05.070
Were 22 participants.

859  
02:43:33.300 --> 02:43:33.810
Lorena Oropeza: One.

860  
02:43:34.470 --> 02:43:36.390
Mariel Vazquez: Okay, well maybe it may be a good start.

861  
02:43:37.650 --> 02:43:40.560
Lorena Oropeza: Yeah, I like getting started on time. Yeah. Um,

862  
02:43:41.790 --> 02:43:42.300
Lorena Oropeza: So,

863  
02:43:42.540 --> 02:43:45.240
Lorena Oropeza: earlier this afternoon, we had, um,

864  
02:43:46.620 --> 02:43:48.120
Lorena Oropeza: We have a handle every day.

865  
02:43:49.140 --> 02:43:52.530
Lorena Oropeza: Thank you. And we have them we had

866  
02:43:53.700 --> 02:43:57.870
Lorena Oropeza: An academic affairs and then right now we're going to talk to or have

867  
02:43:58.650 --> 02:44:05.280
Lorena Oropeza: Two people from Strategic Communications, or what's known as strap calm. I didn't even know what's called strap calm until recently come and talk to you.

868  
02:44:06.270 --> 02:44:11.430
Lorena Oropeza: They are Sally please correct me if I'm mispronouncing anyone's name Sally pudgy

869  
02:44:12.240 --> 02:44:21.360
Lorena Oropeza: Yeah, and she's director of social media, which means that she's director of all sorts of ways of communicating information that I'm not familiar with.

870  
02:44:21.900 --> 02:44:34.980
Lorena Oropeza: Including Twitter and Facebook. I know that makes me dinosaur. But there you go. Um, but what really impressed me is that you have a team of is it for altogether. You see, David. Yeah, that's impressive and also

02:44:35.520 --> 02:44:36.450
Lorena Oropeza: We're going to have

02:44:37.470 --> 02:44:39.960
Lorena Oropeza: Want to make sure in doing this right. It's Melissa.

02:44:41.940 --> 02:44:48.570
Lorena Oropeza: Melissa looks. Then I hear you speak French, and I'm afraid to miss pronounce your last name Lewin

02:44:49.590 --> 02:44:50.280
Melissa Blouin: Very good.

02:44:50.940 --> 02:44:53.010
Lorena Oropeza: I actually in the little break. I said,

02:44:53.010 --> 02:44:55.200
Lorena Oropeza: How you pronounce it well.

02:44:55.500 --> 02:45:03.390
Lorena Oropeza: So there you go. Um, and Sally, Melissa. I'm just going to turn it over to YouTube and to take over. Okay. Amen. I'm going to mute myself but

02:45:05.160 --> 02:45:05.790
Melissa Blouin: Thank you.

02:45:08.160 --> 02:45:11.970
Sallie Poggi (She/Her): All right, we're gonna share a little screen. So let's

02:45:12.060 --> 02:45:14.640
Sallie Poggi (She/Her): give this a shot. And then, Melissa, you want to take it.

02:45:14.640 --> 02:45:16.350

02:45:19.530 --> 02:45:23.850
Sallie Poggi (She/Her): Let's do this. Okay, everyone. Can you give me a thumbs up if you're seeing the screen.

02:45:25.350 --> 02:45:26.250
Sallie Poggi (She/Her): Great.

02:45:27.390 --> 02:45:28.350
Melissa Blouin: Excellent.

02:45:29.790 --> 02:45:38.160
Melissa Blouin: All right, everybody and thanks for Marina for introducing us. We're really excited to be here. We had an opportunity to

02:45:38.910 --> 02:45:39.960
Melissa Blouin: Read your BIOS

02:45:40.050 --> 02:45:56.730
Melissa Blouin: Of it for the the compass and comps a program and you all are doing really exciting research and scholarship in science and we love to tell the world about that. And that's what we do. So we'll give you a little bit more about

02:45:56.730 --> 02:45:59.400
Melissa Blouin: Ourselves, Sally, are you going to

02:46:00.540 --> 02:46:01.470
Melissa Blouin: Dance. Perfect.

02:46:03.030 --> 02:46:16.080
Melissa Blouin: Alright so I'm the director of news and media relations, we have a team of nine people for of whom are public information officers, whose job it is to write about the

Melissa Blouin: Research of scholarship that faculty are doing. And so we will have information at the end of this presentation for you and you will be able to get in touch with us about

02:46:27.030 --> 02:46:37.620
Melissa Blouin: Your work as as you are starting to publish and present things or if you have expertise that you think would be helpful to share in the news world today.

02:46:38.310 --> 02:46:47.130
Melissa Blouin: We also publish Dateline, the weekly faculty and staff newsletter. So anything that you want to send to Dateline. We are at the editor is on our team.

02:46:47.550 --> 02:47:01.410
Melissa Blouin: And we do UC Davis magazine, which is our alumni magazine which also features, faculty, staff, and students. So we're always open to ideas and happy to be here and all it Sally introduce herself and her team.
Sallie Poggi (She/Her): Yeah. Hi, everyone. Um, gosh. What a pleasure to be with you all this afternoon.

Sallie Poggi (She/Her): So as Lorena mentioned, I'm the director of social media here and that is

Sallie Poggi (She/Her): Means I help manage the team that looks after the social media channels from the main UC Davis.

Sallie Poggi (She/Her): Flagship channels. So that's LinkedIn, Facebook, Twitter, Instagram, Snapchat. Tick tock. All of it. And then I also oversee

Sallie Poggi (She/Her): The UAE social media, which is sorry undergrad admissions social media channels and then we help support the Chancellor with his social media as well. And then the other half of my job is really about helping support and

Sallie Poggi (She/Her): Get resources tools trainings for the rest of our community here at UC Davis, so that everybody feels like they're supported when it comes to using social media to communicate. So whether that's from the Department

Sallie Poggi (She/Her): Level, the college level and even down to the individual. So one of my favorite things to do is to talk social media. So it's a pleasure.

Sallie Poggi (She/Her): To be here and be able to have a chance to share some resources with you. And in fact, there's a couple of superstars in this group. So Dr. Rogers definitely aware, she's on Twitter so excited. She could probably teach this.

Sallie Poggi (She/Her): So just excited to be amongst many of you who I admire online as well.

Sallie Poggi (She/Her): Okay, with that.

Melissa Blouin: Here we go.
Melissa Blouin: So this is an outline of what we're going to talk about today. First, we're going to talk a little bit about earned media and what that is and just understanding today's landscape.

Melissa Blouin: Then we're going to talk a little bit about how to tell the story of your research and how we would help you tell that story about how you can think about the things that you want to say, and then some communication techniques that you might use during an interview.

Melissa Blouin: And then I'm going to pass it on to Sally for social media.

Sallie Poggi (She/Her): And then just like Alyssa mentioned, we are going to pause and talk about some of the resources and additional trainings that are available to you here at UC Davis.

Melissa Blouin: So we did before we started, we have some questions for you because that's one of the things we do in strategic communications, we ask people questions. So we wanted to hear from you in the chat. Feel free to drop your answers in there and your Twitter handles if you have them.

Melissa Blouin: Who has experienced with earned media.

Melissa Blouin: Was your experience been positive or negative. And then who is using social media to communicate about their research and we'll give you a minute to think about that if you have a chance.

Melissa Blouin: Right, we're good, we're getting some handles here.

Melissa Blouin: For Sally to look at.

Melissa Blouin: All right. Um, does. So the

Melissa Blouin: Not on social media, Twitter, a month ago Twitter's great. Excellent. Um, and so we will we will talk a little bit about options for for everyone here today and
Melissa Blouin: And that's one of the things that you know I think is important about that is if if you are there, and we have met people before who

Melissa Blouin: You know, either for various reasons, want to be in social media, want to be less than social media, but we also are going to be talking about the earned media as, as I said. So we're going to start out with that, I'll let you go the next slide, Sally.

Thanks.

Melissa Blouin: And then the slide. After that, that one was very quick. So the media landscape today as, as you all know, consists of a lot more than

Melissa Blouin: Just newspapers, magazines, TV and radio, although all of those things are still important.

Melissa Blouin: bloggers have their own have their own world. A lot of freelance journalists have blogs or podcasts and so they're considered to be influencers and many of them have

Melissa Blouin: Hundreds of thousands, even millions of followers. So when we think about how we're going to talk about a story. We look at different venues that we can put that story. And so it might be a pot. It might be something that's really well known, but it might also be something that's a little more nation specialized so we want to make sure that that we are helping

Melissa Blouin: All of the faculty members understand that there are a lot of different places that we can tell their stories.

Melissa Blouin: It's not just a matter of of the New York Times or CNN and that a lot of times, the best place to tell their story isn't necessarily those places. So

Melissa Blouin: We'll be talking a little bit more about that, and about audience as we move along. So, next slide please.
Melissa Blouin: So in terms of telling your story. We're going to talk a little bit about how we look at it in strategic communications and news and media relations.

And a lot of times, the first thing we think about after you've told us what it is that you're doing and what kind of research, it is as we think about audience. So we'll talk about that first.

Then we're going to talk about how you might plan to talk about it for an interview. If you were going to do an interview about the work that you're doing.

Then we'll actually kind of go through what happens when you're on the interview, whether it be zoom or across email or, you know, live, which I know can be terrifying for people, but we'll talk a little bit about how to feel more comfortable with that.

And then last, we'll talk a little bit about what to do after the interview because that can actually really be the difference between feeling like the reporter missed what you were talking about and feeling like it when that they actually got it.

People would say, well, we want to get our stories out there to the public through the media that was a very simple way that we had of talking about what we were doing. But in today's world, as you know, there are, as you probably know, there are so many different audiences and they are in a lot of different places. So when we look at your research. One of the first things we ask is who, who are the people who will be interested in this.

And then the next thing we're going to ask is where are those people. What are they reading. What are they looking for. So are we are we talking about our people who are passionate about art, are we talking about history...
buffs, are we talking about other scientists

02:54:19.530 --> 02:54:30.540
Melissa Blouin: Are we talking about a certain health condition that maybe maybe there are parents or grandparents or children that you know that that is going to impact. So we want to know.

02:54:30.930 --> 02:54:37.110
Melissa Blouin: who the people are. And then we want to think about where are what are they going to, where are they going to be getting their information.

02:54:37.890 --> 02:54:45.210
Melissa Blouin: And again, that's not always in what we might call the traditional the traditional media. So some people are

02:54:46.200 --> 02:55:01.020
Melissa Blouin: getting their information exclusively from non social places and other people are getting their information in exclusively social places. So this is something that we think about when we're thinking about how are we going to get your information in front of the audience that

02:55:02.130 --> 02:55:11.940
Melissa Blouin: You and we are seeking to reach. Then we're going to think about what is it that they need to know. And in this one. I put not always what you think because

Melissa Blouin: But to a particular audience. There may be we have to think about what it is that they're going to find the most important about what it is you've done and what aspects of that.

02:55:27.270 --> 02:55:36.480
Melissa Blouin: Are going to resonate with them. And then what is it that would motivate them to read about the work that you're doing. What is, what is the the thing that will hook them.

02:55:37.650 --> 02:55:42.450
Melissa Blouin: So then, last, of course, is how we're going to tell them, and that's what we're going to explore next

02:55:43.920 --> 02:55:45.060
So, next slide please.

Melissa Blouin: So preparation and practice. We're going to, we were going to have a theoretical here, and that is that
Melissa Blouin: You've contacted news and media relations and we've written a story about your work. And so a somebody has reached out to you and asked you if they can do an interview with you about their work and

Melissa Blouin: Their with some kind of publication online, something like that. So what we would do first is we would do a little research. So if you get that that call, you are welcome to

Melissa Blouin: send any email. Pick up the phone, text us and say, hey, I, I've gotten a call from X reporter at why publication. Do you know anything about them. And the first thing we will do

Melissa Blouin: Is we will Google them or we will go with the publication and you're also welcome to do this yourself. What that really helps with is sort of knowing what the tone of the publication is

Melissa Blouin: What kind of language, they're using. Are they is the light language. What language are they using some of the jargon from your area.

Melissa Blouin: Knowing what the reporter likes about or writes about will help you determine what kinds of things you might most want to emphasize to the reporter, just to make sure that they're understanding you and understanding what it is that you're trying to convey

Melissa Blouin: So the second point is developing your talking points. So here, usually what

Melissa Blouin: We actually do longer presentations in this sometime. So typically, I would give the the P people time to do this but you will have this presentation afterwards. So you can do this exercise.

Melissa Blouin: Also would be happy to do this exercise with people later on. But basically, you would think about something you're publishing or presenting or something, you're an expert on that you want to talk about in in an interview.

Melissa Blouin: And you would think about three points that you want to make about this just three

Melissa Blouin: Even though I'm sure there are a lot more points to make about it, you would want to hone in on those three points and then think of three sentences to say about each of those points for a total of maximum of about nine
Melissa Blouin: Obviously, especially if you're looking at a dissertation or a book or a research paper nine sentences is not a lot of information. So you can anticipate that there will be questions.

Melissa Blouin: So then I want you to think about what might somebody ask, you know, once I've talked about these three points. What are follow up questions they might have.

Melissa Blouin: And anticipate those questions and then write down the responses to those anticipated questions.

Melissa Blouin: And then you're just going to practice a little bit, you can call somebody in strategic communications and talk with them, talk it through with us. You can talk to a colleague or sometimes what I do is just practice out loud to my pets.

Melissa Blouin: It's not really so important that you know who you're doing that with. It's just that you're getting used to.

Melissa Blouin: To sit to talking through those points to the point where you you feel like you have those three points down that you want to make about your work. And the reason for that. Next slide please.

Melissa Blouin: Is the journalists who are interviewing you have a specific way of looking at things and so we like to show this slide because the information here is the same. It's just opposite so journalists are going to want to get to the heart of what you want to say right away they want they're going to want to have it distilled for them.

Melissa Blouin: The information that's in these is the same. It's just opposite so journalists are going to want to get to the heart of what you want to say right away they want they're going to want to have it distilled for them.

Melissa Blouin: Whereas in academics or in scholarship at scholarly papers we tend to give some background and then a little bit more detail. And then we get the impact and results that are impacting results area and then we have a conclusion. And we're done. But journalist want to get right to the point.
Melissa Blouin: They don't have a lot of time the inverted pyramid was actually from a time when literally you would you would cut information from the bottom of this pyramid because you couldn't fit it all in a physical paper, but the the same thing still

973
03:00:04.740 --> 03:00:09.750
Melissa Blouin: Is true today that journalists are wanting to get to the center of what it is. So that distillation of

974
03:00:11.010 --> 03:00:22.230
Melissa Blouin: That skill of distilling your work into those those three points then helps you when you're going to talk to the journalists, so that they can get the points that you're trying to get across very quickly.

975
03:00:23.280 --> 03:00:24.360
Melissa Blouin: Next slide please.

976
03:00:26.850 --> 03:00:34.710
Melissa Blouin: So now you've prepared and you're getting on the phone with with or actually, let's say you're getting on zoom and it's a live interview.

977
03:00:35.940 --> 03:00:41.730
Melissa Blouin: So a lot of times that's what makes people the most nervous. So one thing you want to think about is just

978
03:00:43.050 --> 03:00:54.360
Melissa Blouin: Three 927 was just basically those sentences that I was talking about that you want to develop for each point those three sentences you want them to be not more than nine words on

979
03:00:57.420 --> 03:01:07.500
Melissa Blouin: And not more than 27 words total and there's some research behind this in crisis communications that if you want an essential point to be understood and heard in a crisis.

980
03:01:08.250 --> 03:01:25.290
Melissa Blouin: Three sentences, no more than nine words no more than 27 words total. Now that's not to say you can't go to 28 but it is to say that you don't want your first sentence to be 27 words long because journalists also thinking quotes and sound bites. So they're looking for something

981
03:01:26.400 --> 03:01:34.290
Melissa Blouin: That they can use as a quote, and if it's 27 if your sentences 27 words long. They, they can't use that in a quote and so

982
03:01:34.590 --> 03:01:47.130
Melissa Blouin: That makes it harder than for them to come back and have to paraphrase it and there's more risk that they could get it wrong. So trying to remember if you can't think 329 27 just think about being succinct.
Melissa Blouin: If a journalist has a question. And perhaps you don't know the answer to it. It's always trying to say, I don't know the answer.

Melissa Blouin: To your question. Sometimes people will ask a question that's just a little bit. It shows that maybe they didn't understand the point that you made.

Melissa Blouin: And that can be a concern. But one thing that you can do there. As you can bridge to that. So bridging is where you say,

Melissa Blouin: You know, that was an interesting question. But the important thing to understand here is or the important thing. I want your audience to know is

Melissa Blouin: Or the reason that we looked at. This is so you're taking them back to the point that you wanted to make. And you're reiterating that point.

Melissa Blouin: And that's where repetition comes in so you aren't necessarily repeating things verbatim. But it's always fine to

Melissa Blouin: Restate a point that you made earlier. It's possible that you might restate it more so simply, it's possible that the person will just understand it better the second time that you you say it.

Melissa Blouin: And or that the audience will get it. So it's always fine to go back and make your point. It's like again.

Melissa Blouin: Remembering that the journalists want to get it right. I think they want to be accurate and they're they're doing their best to be to be accurate to

Melissa Blouin: If you do feel that somebody isn't really understanding completely what it is you have just remember to stay positive. Try to do these three things and then

Melissa Blouin: I'm going to talk a little bit in the next slide about what to do after you have an interview.
Melissa Blouin: So I always recommend taking a few minutes after an interview. Just to follow up. If the interview went super well and you think it was just great. Just follow up say thank you and if you have any further questions, let me know.

03:03:44.550 --> 03:03:53.490
Melissa Blouin: That it allows them then to follow up with you. A lot of times people will ask us if they should ask to see a story and most journalists will not let you review their stories. However,

03:03:54.090 --> 03:03:56.340
Melissa Blouin: If you offer to answer their questions as follow up, they often will take you up on that and they're much more likely to come back to you in fact check something to make sure that they did get it right, because as I said they want to get things right.

03:03:56.610 --> 03:04:07.830
Melissa Blouin: The other thing is if you were concerned that the person didn't fully understand what it was. You were saying in your follow up. You can say it was so good talking to you just now. And then you can give them your talking points verbatim.

03:04:08.160 --> 03:04:32.190
Melissa Blouin: In writing. And that then allows them to follow up and kind of compare what their notes said and compare what you said in writing and they're much more likely to

03:04:32.610 --> 03:04:45.510
Melissa Blouin: Be able to be accurate in what they're writing. So I recommend follow up as a way to to just ensure that they also feel that they have the invitation to follow up with you.

03:04:46.770 --> 03:04:47.520
Melissa Blouin: If you have visuals, or you have graphics or you have something else. Some supplementary material that you feel like would be of help to them.

03:04:55.980 --> 03:05:03.270
Melissa Blouin: Following up as a great opportunity to send that along to them and they will be very appreciative of that and they also will remember that. So if you're

03:05:03.510 --> 03:05:08.520
Melissa Blouin: Working with a reporter that you know you want to work with, again, it's, it's a great way to to be remembered.
Melissa Blouin: And then just take a few minutes and think about you know what what worked for you in the interview. What, what did you think could have gone better and and what did you learn and and you know if you think about the reflect on that then that just helps you

Melissa Blouin: Think about how to do better for the next interview. Next slide please.

Melissa Blouin: So kittens are my brand. And if you know me for very long, you'll find that out about me. But thank you so much for the opportunity to present to you today.

Feel free to ask us questions we will have time for questions, hopefully at the end to this is my cell phone. So you're welcome to contact me if you have any questions about anything that we're covering look forward to hearing from you. And now I'm going to have Sally takeover.

Sallie Poggi (She/Her): Okay.

Sallie Poggi (She/Her): All right, social media.

Sallie Poggi (She/Her): Hand in hand with earned media.

Sallie Poggi (She/Her): We're going to dive into that in a bit.

Sallie Poggi (She/Her): But let's get going. Um,

Sallie Poggi (She/Her): Quick level set before we dive in.

Sallie Poggi (She/Her): And social media.
Sallie Poggi (She/Her): Deep so we're not going to probably get through everything. So we're just going to try to whet the appetite. Get some Hot Tips into your hands and then hopefully this is the start of many more conversations.

Sallie Poggi (She/Her): Real quick, though, on a level set today what we're going to really focus on is the personal use of social media and not so much the organizational use with the personal use, you know, it's you talking as you are not necessarily representing your department or speaking on behalf of the University. There are your words, you get to use them however you want. They are your views you get to advocate however you want.

Sallie Poggi (She/Her): And you get to exercise academic freedom and that editorial freedom. There are some different considerations that we kind of teach on the more organizational side. Because at that point you are representing more than just yourself. And there are some different kinds of things that you have to consider. So we're not going to really focus on that though a lot of the principles apply, but

Sallie Poggi (She/Her): Really, the reason that we were so excited and we love to give these trainings, is that we love to build a community of people here at UC Davis, who are using social media to advocate for the things that they feel are just in a way that they feel represents themselves and their most authentic research and their wishes and and not necessarily have to feel nervous about speaking on behalf of the University. Okay, so we're going to talk a little bit about
Sallie Poggi (She/Her): How to kind of set that separation and that is really just freedom for you.

03:08:20.280 --> 03:08:35.580
Sallie Poggi (She/Her): Um, the reason that we talk about media earned media right and talking to reporters and social media together is that they are very linked. This was a report that was done back in 2019 by muck rack.

03:08:36.780 --> 03:08:49.770
Sallie Poggi (She/Her): And buck right, excuse me, and 83% of reporters listed Twitter is the most valuable social media platform. I don't think this is surprising to anybody, but it is kind of nice to see that stat out there and

03:08:50.940 --> 03:08:59.760
Sallie Poggi (She/Her): Conversely 89% of those journalists who were surveyed and say that they use Twitter and Wikipedia specifically to find credible resources.

03:09:01.050 --> 03:09:11.640
Sallie Poggi (She/Her): credible sources, excuse me, credible sources, aka you on this call, they are searching for people like you who can add their expertise to a moment in time.

03:09:12.930 --> 03:09:23.160
Sallie Poggi (She/Her): There's an older report that also says like Wikipedia is very highly used Wikipedia is very influential in Google search results and things like that.

03:09:24.630 --> 03:09:33.240
Sallie Poggi (She/Her): The reason that we like to, you know, encourage people and make people feel like they are confident and going into this space is that

03:09:33.990 --> 03:09:44.160
Sallie Poggi (She/Her): If you are out there and you're talking about your research and you're advocating for your side of the story. You can have impact on the national narrative about what's going on in whatever

03:09:44.730 --> 03:10:01.410
Sallie Poggi (She/Her): Area that you're that you're passionate about and that you're researching on if you choose not to be part of that, then you're missing the opportunity to shape that narrative.

03:10:02.580 --> 03:10:21.000
Sallie Poggi (She/Her): Okay. So speaking of expertise timing plus expertise is a really powerful combination. When using social media. I'm going to give you an example. This is an old example from 2016 but it does kind of crystallized

03:10:22.320 --> 03:10:40.230
Sallie Poggi (She/Her): How this can be very powerful and we're going to kind of dissect it a little bit. So back in 2016 in July. There was a shooting in Dallas. I don't know if anybody remembers this, but there was a, I think it was a person in a parking garage and long story.

1040
03:10:41.400 --> 03:10:47.670
Sallie Poggi (She/Her): The police sent in a drone of some sort to remove the threat.

1041
03:10:49.410 --> 03:10:52.530
Sallie Poggi (She/Her): And we have a very credible.

1042
03:10:53.670 --> 03:10:58.080
Sallie Poggi (She/Her): Professor law professor here. She's a professor in policing.

1043
03:10:59.520 --> 03:11:03.750
Sallie Poggi (She/Her): Data and security and kind of think her other

1044
03:11:05.790 --> 03:11:14.070
Sallie Poggi (She/Her): Right. Let me look at my notes. Oh, I didn't take my I don't have my notes at home so she has a very credible background. Her name is Elizabeth, Joe. She's

1045
03:11:14.970 --> 03:11:23.610
Sallie Poggi (She/Her): A very big advocate for transparency and policing and so she chimed in on Twitter, this was her tweet.

1046
03:11:24.060 --> 03:11:31.440
Sallie Poggi (She/Her): Someone correct me if I'm wrong, but we have seen the have we seen the first use of leaf a lethal robot and American policing.

1047
03:11:31.890 --> 03:11:41.370
Sallie Poggi (She/Her): And because she had been on Twitter for a long time. She had establish your credibility. She had a very distinctive point of view about how please need to be regulated and accountable.

1048
03:11:42.930 --> 03:11:56.550
Sallie Poggi (She/Her): She, you can see that this was on retweeted 560 times like 448 and it did reach the New York Times editors and that night that night. Her inbox was

1049
03:11:57.180 --> 03:12:05.010
Sallie Poggi (She/Her): Flooded flooded with requests for her to comment on what this meant and what this could mean

1050
03:12:05.310 --> 03:12:20.070
Sallie Poggi (She/Her): And that's when when you get into a moment like that. That's when you call Melissa, you have her cell phone you call her. You say, I need help. I can't answer all these people who are the most important ones to answer. And that's where our team activates and we can help you.
Sallie Poggi (She/Her): sort through that because

Sallie Poggi (She/Her): 560 retweets is a lot to kind of start sorting through and that next morning. She was featured. Oops. Part of me in the New York Times on the on the front page of their opinion section giving her point of view, a very, I mean it was a great article about

Sallie Poggi (She/Her): How police robots needs to be regulated. And so this is the kind of scenario that can happen, it's not guaranteed.

Sallie Poggi (She/Her): And when we kind of break it apart, we can see that she set herself up as an expert. She is very good. She has lots of long history on Twitter.

Sallie Poggi (She/Her): Where she said her expertise expertise. She matched her expertise in a critical moments in the national dialogue and those two together had that impact and actually since then. She is a frequent speaker.

Sallie Poggi (She/Her): And she's on slate. I mean, she's everywhere now. So she even has her own podcast, so

Sallie Poggi (She/Her): She's a great example, she's the most humble person as well. She would probably not think of herself as a Twitter expert, but she has. She's a great person to follow.

Sallie Poggi (She/Her): So are there risks to using social media. Of course, and we would be remiss not to mention these

Sallie Poggi (She/Her): There can be especially for women unwanted sexual advances and

Sallie Poggi (She/Her): It's happened it's happened to people here there are ways to deal with it.

Sallie Poggi (She/Her): Trolling and bullying definitely happen.
Sallie Poggi (She/Her): You can stand for something for some folks, that's quite intimidating to just be out there and stand for something.

Sallie Poggi (She/Her): So we want to always acknowledge that you can be misunderstood or taken out of context, though, I would argue, if you're taken out of context. If you have a channel you can counter that and explain yourself.

Sallie Poggi (She/Her): You can be man's land or sea lions see lightning is an internet term for when people kind of like ask you for scientific evidence.

Sallie Poggi (She/Her): Way more than you would be normal in a normal conversation. So like suddenly you're, you know, you're talking about.

Sallie Poggi (She/Her): You know, social justice with with climate and suddenly you're now having explained, climate change, because they just keep asking you to like tell them the scientific thing. So it's called seed lining.

Sallie Poggi (She/Her): Can be addictive time stuck. There's no guarantee of success.

Sallie Poggi (She/Her): I think that's the hardest one to kind of sometimes get over and then in extreme cases, Doc. Things stalking death threats again extreme cases, we don't see very many of those.

Sallie Poggi (She/Her): But we have experts in teams to help you if you do get into this situation. So you should never feel like you're alone, we can, you can always pick up the phone and call call myself or Melissa and we know exactly what to do in that scenario.

Sallie Poggi (She/Her): I hope that never happens to anybody, but we want you to know that.

Sallie Poggi (She/Her): If it does, we're here for you.

Sallie Poggi (She/Her): So we're not going to talk too much about platforms. I'm going to quickly talk about the values of social media.
Sallie Poggi (She/Her): Because if you cannot like really embody these values, no matter what platform for them. Tick tock to medium, you're going to be successful.

Sallie Poggi (She/Her): So the first is that actually really good social media is really about listening really good listening. It's about observing listening to how people are talking.

Sallie Poggi (She/Her): So the first is that actually really good social media is really about listening really good listening. It's about observing listening to how people are talking.

Sallie Poggi (She/Her): It's don't ever forget that social media is really about relationships. So it's less about the microphone and what you're saying to everybody and it's more about how you're listening.

Sallie Poggi (She/Her): Reacting talking to people building relationships and building support networks. That's really where the magic sauce come them.

Sallie Poggi (She/Her): Be transparent and human always humans connect with humans. They don't connect with like robotic or things. And so I'm

Sallie Poggi (She/Her): Always be transparent about where you work, and what you know if you have a patent that your interest that you have interest in just always

Sallie Poggi (She/Her): Be upfront about that. So, so really, like, if you're going to do a fake account. Don't, don't, like, pretend that you're supporting you and real person like none of that stuff you'll always get found out

Sallie Poggi (She/Her): establish your credibility. We're going to talk a little bit about that too. And then remember to check your typos on your slides. And also remember it's a journey.

Sallie Poggi (She/Her): So remember, this takes time and efforts in the morning, put in the more you're going to get out.

Sallie Poggi (She/Her): So I'm going to take you through eight tips to effective social media. And again, I'm a little embarrassed because so many of you are so good at this. So you probably please chime in if you have color to add or you disagree. It's all good. Um, but I am. I'm a little star struck by this
Sallie Poggi (She/Her): Call was on here. Um, so number one good social media starts with good listening. So how do you do good listening on social media. Well the first is, sorry. Google it.

Sallie Poggi (She/Her): There's a lot of willingness to be done. Um, I personally love to set Google alerts that helps me kind of take that Google machine and put it into my email where I can process it when I want it.

Sallie Poggi (She/Her): But the other thing is just searching natively within the platforms. So that means

Sallie Poggi (She/Her): Pulling up Twitter, if that's what if that's where your jam is and just allow yourself to go down the rabbit holes, do some keyword searches do some hashtag searches look for

Sallie Poggi (She/Her): Links like just allow yourself to be curious and open and allow yourself to go down those rabbit holes and you'll start to understand

Sallie Poggi (She/Her): Where and who is talking and who's influential and how they're talking and what hashtags are popular, but that doesn't start until you do listening. The other thing that this does. If you are curious about

Sallie Poggi (She/Her): What platform to use. So should I use Twitter, or should I use Instagram or whatever it is you might be thinking about

Sallie Poggi (She/Her): Go out and look first before you decide what platform you're going to do, because sometimes there might be a really engaging conversation that's happening on Reddit.

Sallie Poggi (She/Her): But it's not happening on Tech Talk. For example, so you. A lot of people think General first but you really actually have to think about conversation first

Sallie Poggi (She/Her): Read the comments set alerts and we do an advanced training and I'll show people how to set alerts. I'm going to make a plug for that. If you're interested in it.

Sallie Poggi (She/Her): Okay, number two, establishing credibility starts with your homepage. Get that profile in order so that includes a profile picture. Ideally,
Sallie Poggi (She/Her): Of this, but if not, it's OK. But make sure that it looks like it's related to you a human or something. I've seen really creative pictures of like people speak or their hands in the lab or things like that. If you don't want to show your face, but remember people connect with people. So when especially on Twitter.

Sallie Poggi (She/Her): There's like a lot of like people come to your page. And if they sense that you might be a bot. Or you might be fake account. They're out so I'm. Be sure to also upload a header image. So we have Dr. Hall as an example here, or Dr. Hill two different examples.

Sallie Poggi (She/Her): Put your credentials in here. So, you know, whatever, whatever things you can brag about. Put it in your profile. I don't think that's being

Sallie Poggi (She/Her): Don't Now's your time to brag, do it. Um, any links or hashtags that you are either have created in in Dr. Paul's case or are part of

Sallie Poggi (She/Her): I love Professor hills, because she has this

Sallie Poggi (She/Her): Disclaimer, which is what we would recommend for everybody here and that's just a simple, you know, thoughts are my own. You don't even have to say, not my institutions, but

Sallie Poggi (She/Her): You can see Professor hell has a great example there and that just gives you that kind of separation and allows you to kind of really be free with your thoughts.

Sallie Poggi (She/Her): Dr. Tell doesn't get to do that because she is leadership and she can start speaking on behalf and people will quote her in the media. So she has to she has a little bit different of a scenario.

Sallie Poggi (She/Her): So if you haven't done this. Maybe today is a good day to take a look at your Twitter profile and even just put a nice cover image up there that even that alone can kind of advanced your credibility.

Sallie Poggi (She/Her): Okay, number three leverage the privacy settings. Now these privacy settings on each platform they change all the time, especially for Facebook and Instagram. So be sure that like you get your oil change on your car
Sallie Poggi (She/Her): Three months or six months or whatever you do. I don't even change my oil on the card and works. I don't drive it um

Sallie Poggi (She/Her): But you need to kind of think about it regularly. So every once a quarter just pop in and make sure you're cool with all those privacy settings. Because sometimes, especially on Facebook and Instagram.

Sallie Poggi (She/Her): They will reset them and they will reset to default and sometimes you don't want default. Right. But remember, you get to control this space. So you get to control how you're tagged in pictures, who can retweet you and comment.

Sallie Poggi (She/Her): And who can direct message you you should control all of that and flex it as much as you want and if you, you can always open things up and you can always close them down. But that is something that you control.

Sallie Poggi (She/Her): And that you can kind of make sure that you're in a place where you feel safe and you can engage safely.

Sallie Poggi (She/Her): And oh, and thank you, Marina for clarifying that bc tall is administration. Um, OK. So number for your house, your rules set boundaries that work for you.

Sallie Poggi (She/Her): You don't have to answer every direct message, you don't have to answer every question that comes in. I'm in fact there's this really amazing community of Black interior designers on Instagram and they are setting this really great precedent. That's like if you come to my Instagram and you ask me questions, you have to address me by name. You have to say hello.

Sallie Poggi (She/Her): Black interior designers on Instagram and they are setting this really great precedent. That's like if you come to my Instagram and you ask me questions, you have to address me by name. You have to say hello.

Sallie Poggi (She/Her): You don't just walk into my house and asked me what coffee maker. I have you treat that so they've really done a good job are really great examples of

Sallie Poggi (She/Her): setting boundaries for what works for them and how they have chosen to engage with people online and you have that same power and I encourage you to leverage it
Sallie Poggi (She/Her): Mute block report and my goodness. Don't feel guilty about leveraging any of those features muting just removes posts from your feed without unfriended or and following someone

... and blocking users does exactly what you'd expect it to.

Sallie Poggi (She/Her): And then really, if you see a harasser or an abuser or an imposter account report that okay so don't. And if you need extra help on that.

Sallie Poggi (She/Her): You send me a message and I can help you. You can also utilize especially for Twitter block lists. So there are these large block list you can just... And it's just been there's long list of handles that have been identified as bots or hate, hate,

Sallie Poggi (She/Her): Groups or anything like that. And you can put it into your system and it will just automatically block people tweets from from those people coming into your into your streams so you there's many tools to leverage

Sallie Poggi (She/Her): Number five, build your support network. So you know that how everybody put their handles. Here's your instant support network. All right. Here I'm... And there was a huge amount of people here on campus.

Sallie Poggi (She/Her): We've got a great community of people online and we're really supportive of each other and we watch out for each other online. So if you ever need to send up the bat signal for help, like we're here, you will have many people in your corner.

Sallie Poggi (She/Her): But you also have a lot of people who are excited about the research that you're doing and you can build those support network. So reach out to people online make those connections and... Just make sure you know who it is online that it's a real person that you're connecting with and sharing
Sallie Poggi (She/Her): And then you don’t I get this question a lot. But, um, you do not have to follow people back if you if they follow you that there's no there's no leg of rule, you're not being rude. You do not have to do that. So feel empowered.

Sallie Poggi (She/Her): And number six. Put the social and social media. So I think a lot of people, you know, we're constantly. I get a lot of questions about like what am I going to say, like, what if I tweet. Nobody likes it or what

Sallie Poggi (She/Her): You just got to start that social engine part of the social media. So that means following people back when you like them and when they have good things to say.

Sallie Poggi (She/Her): And you've built that relationship liking and sharing other people's content acknowledging followers leaving comments on other people's content with your expertise and participating and hashtag.

Sallie Poggi (She/Her): Which talk about some hashtags and

Sallie Poggi (She/Her): Research hashtag this before you use them. I'm just a quick click will kind of give you all you need to see and I will share a really mortifying story with you that once we came out with some research about

Sallie Poggi (She/Her): Urine strip that you can like test blood alcohol with and it was a research project that some grad students did and we posted about it. But then we said, hashtag urine.

Sallie Poggi (She/Her): Know, nobody wants hashtag your and nobody wants to click on that nobody wants to know, okay, that was really, I told you.

Sallie Poggi (She/Her): I'm probably blushing. Just think about that as many years ago, but that was a great lesson in like don't click on hashtag urine, but you'll be surprised people will hashtag things and it's really

Sallie Poggi (She/Her): Just do your research and we use them wisely and and thoughtfully. And here's a good example of some of the really good ones that are out there.

Sallie Poggi (She/Her): And then for accessibility camel case which means you know the capital S and the capital P in
science policy, try to do that where you can just for accessibility and readability. It does really help people with site
readers or who are sight impaired.

Sallie Poggi (She/Her): Um, lastly, share what moves you, so be human. Practice break your science and your research
down into snack size, but

Sallie Poggi (She/Her): It's okay to be repetitive. It's okay to try it again. This is your practice ground and you can
actually get it out there and get feedback. Oh, people really resonated with how I use that analogy or they this really
flopped or this image did really well.

Sallie Poggi (She/Her): For example, Dr. Rogers all your beautiful like psychedelic cool pictures so cool. So you can
practice all this really amazing things.

Sallie Poggi (She/Her): You can take a complex idea and you can thread it especially in in Twitter. You can make a
content series with it. So I'm gonna show you an example in just a second from Frank MIT learner. Who does this very,
very well.

Sallie Poggi (She/Her): And offer your expertise to give color and current events help students. There's so many

Sallie Poggi (She/Her): Calls for how to do this or basic science or a little lessons, especially, I don't know if anybody
wants to go get into tech talk, but I can tell you

Sallie Poggi (She/Her): That is so interesting how people are using it to talk about climate science and code research and
biological like there's some there's a really interesting sub

Sallie Poggi (She/Her): Science Twitter community CV Tick tock community out there. If anybody wants to get real
edgy. I'm sure every once in a while. Sorry, my dogs.

Sallie Poggi (She/Her): Select some personal passions. In fact, so every once in a while, might be talking about work
like 90% of time, everyone's want like throwing a picture of your dog or

Sallie Poggi (She/Her): A hike or, you know, some, you know, some food that you cooked or like every once in a while.
Just throw in something to remind people that you're human.
Sallie Poggi (She/Her): That's a good. That's a good facts and then where you can fees use alt text, images that you use again just accessibility, making sure everybody can take part of what you're looking at.

Sallie Poggi (She/Her): And what you're sharing so that everybody can be participatory and I would be remiss to not share that. Okay, so I'm going to give you just three examples. And then we're going to take some questions.

Sallie Poggi (She/Her): First LinkedIn. Oh my gosh, didn't talk about LinkedIn at all the LinkedIn is an avenue that you can use to post content on

Sallie Poggi (She/Her): Including things that are around current events. So this is not a non UC Davis example, but it's a good example showing like you can take

Sallie Poggi (She/Her): To kind of what you would think disparate thoughts and put them together. And there's a home for it on LinkedIn and there's an audience for it on LinkedIn. So this is a great example.

Sallie Poggi (She/Her): Um, number two, this is. Oh, I apologize. The resolution is very bad on this, but this is Korea Shukla she works in out of the bodega marine Science Laboratory and she was a grad student at this time and she was writing on medium just, you know, blogging journaling talking about her journey as a woman in science and she wrote this back in

Sallie Poggi (She/Her): 2017 right around where there was like marches for science.

Sallie Poggi (She/Her): And the New York Times found. Found this contacted her and then she was actually and the the Marine Lab was featured on this really cool.

Sallie Poggi (She/Her): 2017 right around where there was like marches for science.

Sallie Poggi (She/Her): And the New York Times found. Found this contacted her and then she was actually and the the Marine Lab was featured on this really cool.

Sallie Poggi (She/Her): New York Times 360 experience where they actually went to the lab and toured it and talk to her about you know why she was passionate about marching for science. So I just

Sallie Poggi (She/Her): Again, a little bit of a lightning in a bottle example. But what a great example. And now she's, she's writing all over the place right when there's time and she's all science communication is her jam. So she's a great one to follow as well. Oops, I'm
Sallie Poggi (She/Her): Frank met loner from the clear Institute, he's a really good at threaded tweets. So he will take a report that he like doesn't agree with and he will just dissect that.

Sallie Poggi (She/Her): It'll be like 25 threaded tweets later but it is so interesting. And he really shows his expertise and he's linking to all sorts of different sources and he tells the whole story and that's.

Sallie Poggi (She/Her): I've seen history done I'm done so well in this threaded tweet form like you can you can construct a whole.

Sallie Poggi (She/Her): Series of stories or you can break it apart into little snack bites, but feel free to be creative.

Sallie Poggi (She/Her): And then lastly, um, this tweet was actually from last night, but it is such a good reminder that we serve students. We are here to educate.

Sallie Poggi (She/Her): And if even if like media and getting into the media might be one part of your job, like we're still here to help students. So I loved.

Sallie Poggi (She/Her): Seeing this tweet, because it was a reminder that we can be out there and helping people just understand how to be a better student or have a little mini lesson or whatever you have to say is still very important. So that's my last example.

Sallie Poggi (She/Her): I'm gonna ask Melissa, we have some resources and you're going to provide all these links to you. We have another message of sorry.

Sallie Poggi (She/Her): Communicators training.

Sallie Poggi (She/Her): That we do every month. It is how many hours.

Melissa Blouin: Four hours. It's a four hour training.
Sallie Poggi (She/Her): That's where we really dig in, we start to actually like practice, the things that we talked about today, mostly on the more like kind of Melissa communicators messaging style.

Sallie Poggi (She/Her): And then after if you are interested, talk to your department chair about being part of that or contact us and then we also have a bunch of online resources and then

Sallie Poggi (She/Her): Us. We hope that you talk to us, tell us what's up. Let us know what's going on, tag us on Twitter. We'll retweet you, you know, all that good stuff. We're here to support the work that you're doing.

Sallie Poggi (She/Her): So we have 10 minutes for questions.

Lorena Oropeza: Before we get the question, started, I just wanted to say thank you very much. That was incredibly enlightening and

Lorena Oropeza: There's room for a lot more learning that's for sure there any questions from the group.

Lorena Oropeza: Some thank yous.

Sallie Poggi (She/Her): I know it's a lot to like pack in but we hope.

Sallie Poggi (She/Her): That you will consider some of the longer trainings. Um, we hope to see you online.

Lorena Oropeza: I have a, I have a question. Um, how because you you mentioned a lot of your presentation was about Twitter and how important do you think a LinkedIn account is Uh huh.

Lorena Oropeza: And you
Sallie Poggi (She/Her): Know, I love the question. Thank you. And I do focus a lot on Twitter because it tends to be the like most chaotic. So if you can like do Twitter. I feel like you can do almost any platform.

1184
03:35:10.530 --> 03:35:26.640
Sallie Poggi (She/Her): LinkedIn is just great to have is it's very low maintenance. If you want it to be. You can kind of just have your credentials set up and you should, if you're published, you should link there is a section in LinkedIn or you should list all of the places where you're published

1185
03:35:28.500 --> 03:35:31.680
Sallie Poggi (She/Her): And you can kind of just set it up and it can kind of live on its own.

1186
03:35:32.010 --> 03:35:40.230
Sallie Poggi (She/Her): Or you can start being active on it. If that's the population of people that you kind of want to influence. It's really about going back to the listening part of it and

1187
03:35:40.560 --> 03:35:49.950
Sallie Poggi (She/Her): Understanding where the people are that you're that you want to be networked and participatory but it is pretty good practice just to have that profile at least set up.

1188
03:35:50.370 --> 03:35:54.360
Lorena Oropeza: Thank you. So, Kimberly asked you ask you also about Instagram.

1189
03:35:56.010 --> 03:36:00.210
Lorena Oropeza: Oh there. There we go, this is, this is actually and then are the clerk.

1190
03:36:00.810 --> 03:36:05.610
Lorena Oropeza: At another good question in the chat was what I was thinking about, there's a certain tension between the first

1191
03:36:05.850 --> 03:36:18.300
Lorena Oropeza: Part of the day, which is all about academic affairs and jumping through hoops and making sure you make full and then this section, which is like develop a social media profile which kind of like isn't necessarily going to be capable right so

1192
03:36:19.350 --> 03:36:26.520
Lorena Oropeza: It's faculty. We are balancing many things. How about this is what I wanted to do hire students to support my social media presence.

1193
03:36:27.720 --> 03:36:28.200
Lorena Oropeza: Yeah.

1194
03:36:28.740 --> 03:36:38.970
Lorena Oropeza: Yeah, wise and do you have any like, do you have a good stable of like talented undergraduates or
graduate students. So we could tap into because some of us are like, yeah.

Sallie Poggi (She/Her): We can still, first and foremost, obviously, I'm very enthusiastic about social media, but everybody should know it's not required.

Sallie Poggi (She/Her): Okay, you shouldn't do it. If you're passionate about it if you want to do it. It can be an avenue for many great things professionally. So I think there are some trains of schools of thought, if you will, that will look down on social media and look down on academics using social media because it's a waste of time. Or like, why are you doing tweets or whatever.

Sallie Poggi (She/Her): We've definitely heard that from people that we talked to, I would, I would argue that if it's right for you, then you should do it. And you can you can be.

Sallie Poggi (She/Her): We've heard of people getting grants and funding and we've we've heard of very good success on the regular so it's it's whatever is good for you. You do you. And don't apologize for it. Um, as far as hiring an intern.

Sallie Poggi (She/Her): Two things. If you're going to do it, hire someone, you really, really trust like if they're going to be your voice like they.

Sallie Poggi (She/Her): They. You just have to really trust them because you can get into some sticky situations. If it's not. Maybe that person is Miss representing something or maybe it's for your lab and that's totally. We have a lot of students that run lab accounts. No, that is not unheard of here.

Sallie Poggi (She/Her): We have trainings, we have a community of about 130 people here on campus who do this.

Sallie Poggi (She/Her): It's called the brain trust and we welcome anybody into that community students a lot alike, and we do trainings and we meet every month and you get

Sallie Poggi (She/Her): information and links and a Slack channel and there's a support system here. So we have a lot of
faculty who decided that they want to be part of the brain trust to so you have a support system.

Sallie Poggi (She/Her): Um, can I go back to the Instagram question.

Sallie Poggi (She/Her): I think Instagram is where it's at. Personally, I think there's so much potential

Sallie Poggi (She/Her): And I think there's a lot of people who are out there being really creative about how they're communicating science and research history on that platform.

Sallie Poggi (She/Her): However, if anybody here is like, well, that's just too much or like, Man, I don't want to tweet every day, or I don't want to do Instagram.

Sallie Poggi (She/Her): Call me or send me an email because we are looking for more people to just do a little takeover on the UC Davis platform. So maybe you don't want to have all Instagram channel or whatever you can do one great story for UC Davis. There's so many different ways to still get out there.

Melissa Blouin: Alright, and then we have a question about request from local news media to comment on a topic, and it is true, I see you're talking about a quick turnaround and sometimes no follow up.

Melissa Blouin: That's, that's not an uncommon, especially for local TV stations, um,

Melissa Blouin: It's sometimes if you can get ahold of them, right, you know, the key is just to get ahold of them right away.

Melissa Blouin: And and then say, hey, can you know I'm here, but I can't talk to you for a couple of hours or, you know, finding out what their deadline is because if they know that you're going to be available to them, then

Melissa Blouin: Then that often will be just enough for them to then you know hold off on either looking for someone else or or moving on.
Melissa Blouin: And so, so I would say just a quick message that says, hey, I got your message, you know, can we talk it at this time, or what's your deadline. That's usually what I asked first who's. What's your deadline. If their deadlines than an hour, then sometimes

Melissa Blouin: You know, we, uh, we might say, we just can't find somebody in that period of time, but if

Melissa Blouin: It's a couple of hours or something, then you can say, well, could I get back to you. You know in in two hours, and that gives you enough time to prepare

Melissa Blouin: But that is that is something that's a problem is that is those quick deadlines and that is something to keep in mind, just as soon as you can get back to somebody

Melissa Blouin: The sooner the sooner you can get back to someone, the better just because the TV stations their deadlines are usually like late early afternoon for the five o'clock show so they're starting to call people in the morning, and if they don't hear from somebody, they'll move on pretty quickly.

Lorena Oropeza: Yeah. Yeah. Any other questions.

Lorena Oropeza: Yeah, I just want to thank you again for all of your help. I'm Median all of its incarnations, the space. So it's a lot to keep track of. So thank you very much. And believe it or not, it's going to end right at five, we have some closing remarks from the two centers director, Professor Kimberly nettles.

Mariel Vazquez: Oh, sure. I mean, I think if there's no more questions for for Melissa Sally, you can log off and thank you so much.

Lorena Oropeza: Thank you. Thank you.
Sallie Poggi (She/Her): Hi everyone.

Lorena Oropeza: I'm actually not clear what was more for me.

Lorena Oropeza: Intimidating that academic affairs, even though I've gone through all those hoops. It's all like very liberal media.

Lorena Oropeza: Kimberly. I didn't have any closing remarks. Can you hear me.

Kimberly Nettles-Barcelon (she/her): Other than to say that it was just a pleasure to see all of these faces and I can't wait for more to come, and I love it.

Kimberly Nettles-Barcelon (she/her): In the picture.

Kimberly Nettles-Barcelon (she/her): I'll see you all tomorrow.

Mariel Vazquez: Yes, no, absolutely. So we're going to get. I want to echo what Kimberly, since I'm very, very happy to see all of you on the screen and some other people.

Mariel Vazquez: Couldn't make the session, but they were there the session before. And as the day goes by, go buy some people might come in and out. So you're, you're welcome to.

Mariel Vazquez: Join anytime if you if you said you couldn't join and the end you are able to come just come in and

Mariel Vazquez: Our thought when putting this last item in gay, gay agenda of closing remarks was well maybe we want to take that as an opportunity
Mariel Vazquez: To meet each other, talk to each other or just to ask questions that you do want to ask the presenters, or you have time to ask the presenters, or just to say thank you so much. And tomorrow.

Mariel Vazquez: We look forward to seeing you again. So there's going to be a survey. If you have questions that were not answered.

Mariel Vazquez: And there was no time for you to ask you can put them in the survey and we will try to pass them on to the presenters and get their answers. Well, Tom is compiling a big packet with the slides and all sorts of information. So additional answers to your questions could come there.

Mariel Vazquez: And tomorrow, we have a similar day today. So there is going to be

Mariel Vazquez: Larger session devoted to the Office of Research. So, as we all know, research is a very important component that we're being evaluated on so we wanted to bring representatives from the Office of Research so that you understand the structure and what kind of resources you have

Mariel Vazquez: There and then a shorter session, an hour long from global affairs and global affairs deals with international students with

Mariel Vazquez: You doing work internationally visiting other countries or teaching somewhere else or having collaborations. So they're going to have these shorter presentation. One hour long

Mariel Vazquez: To tell you about that and then again the closing remarks. If you want to have a little bit more discussion or if this is too much. Zoom with

Mariel Vazquez: Fashion and go, well, I guess we're already home but

Lorena Oropeza: The screen.
Mariel Vazquez: So any anyone has any comments.

Lorena Oropeza: I think, I think it was a successful first day, they want to thank you for your patience and stamina and and especially again to the center directors and to Tom Ross and money, energy for all the work they put in for making this available to you.

Lorena Oropeza: The last thing I want to tell you is that we do have a survey every day. Tom put it together. I'm not sure how people are going to get it. Tom, do you know how

Thomas O'Donnell: I'm going to send an email just as soon as we're done here.

Lorena Oropeza: Could you please I know email. There's so many pieces that come in, could you just like continue that persistence endurance for like two more minutes. It's a really quick three question survey.

Lorena Oropeza: Thumbs up, thumbs down anything to help without it. This is actually part of our job is to make sure that we're reaching you and this is how we do it. So thank you so much and I'll see you guys tomorrow. See you tomorrow. Thank you. I just got this

Lorena Oropeza: Yeah.

Lorena Oropeza: Best up

Lorena Oropeza: Okay.

Lorena Oropeza: Yeah, buddy. Are you. You think I think I'm pretty good.

Mariel Vazquez: I think you're waiting for it.

Mariel Vazquez: I think you're waiting for it.
Mariel Vazquez: And let's see what the others think so when they were in breakout rooms or during the break, maybe

Mariel Vazquez: Four or five, six of us want to convenient talk. So I wonder if it's if Rosa should put us in a in a breakout room.

Mariel Vazquez: Because people should be invited to just stay in the call. Right. And during the break so they don't have to reconnect to disconnect. I come back in.

Mariel Vazquez: But if some of us want to talk

Mariel Vazquez: We could just move to a breakout room or something like that.

Rosa Deniz: It's up to you. Whatever I can create another breakout room, just let me know who and then certainly make those arrangements.

Rosa Deniz: Should I just do it now, just know that it's

Mariel Vazquez: I mean as far as who

Mariel Vazquez: I would say, and this doesn't assume that we're working through the break, but it just in case we want to talk about it. I'm going to talk about anything.

Mariel Vazquez: I would say I mean we're not Kimberly and I for sure. And you've either three of you or, or at least one of you if Rosa, I noticed that you were helping people before the breakout sessions. So if you need to be available right you cannot be distracted with

Mariel Vazquez: And let's see what the others think so when they were in breakout rooms or during the break, maybe

Mariel Vazquez: Four or five, six of us want to convenient talk. So I wonder if it's if Rosa should put us in a in a breakout room.

Mariel Vazquez: Because people should be invited to just stay in the call. Right. And during the break so they don't have to reconnect to disconnect. I come back in.

Mariel Vazquez: But if some of us want to talk

Mariel Vazquez: We could just move to a breakout room or something like that.

Rosa Deniz: It's up to you. Whatever I can create another breakout room, just let me know who and then certainly make those arrangements.

Rosa Deniz: Should I just do it now, just know that it's

Mariel Vazquez: I mean as far as who

Mariel Vazquez: I would say, and this doesn't assume that we're working through the break, but it just in case we want to talk about it. I'm going to talk about anything.

Mariel Vazquez: I would say I mean we're not Kimberly and I for sure. And you've either three of you or, or at least one of you if Rosa, I noticed that you were helping people before the breakout sessions. So if you need to be available right you cannot be distracted with
Mariel Vazquez: Right, we're gonna charge you.

1276
03:48:22.470 --> 03:48:38.610
Rosa Deniz: Actually, even during the breakout sessions we did have a few issues. So I was able to go ahead and moderate some of those. I couldn't resolve everything but so I have a bad connection with Darnell with his

1277
03:48:39.420 --> 03:48:46.050
Rosa Deniz: audio connection. And I think he had a video connection and he couldn't get an audio credit

1278
03:48:47.820 --> 03:49:04.050
Rosa Deniz: We worked it out somehow. I guess he was just listening.

1279
03:49:04.710 --> 03:49:21.540
Mariel Vazquez: So would it be helpful for you to have someone else on call like money on our tongue in case there is a lot of pitches and you really cannot handle all of them. I

1280
03:49:04.710 --> 03:49:21.540
Rosa Deniz: Think what we found out is that with the breakout rooms if even if I make them host. I think we can only have one controller up on the screen. So I can see her stuff of those things to them.

1281
03:49:22.530 --> 03:49:33.630
Mariana Galindo-Vega: So basically the only thing that the CO hosting actually in the helping in was in case that role. Some miss her connection or anything, then the full rights hosting would go either transfer to

1282
03:49:34.140 --> 03:49:46.770
Mariana Galindo-Vega: Tom, or I, but we were trying like I know that we're text messaging and just like each other just like, Hey, I don't have the control. So it just seems that as long as the host is there, they have full control of the room.

1283
03:49:47.070 --> 03:49:48.780
Mariel Vazquez: Okay, okay. Yeah. So I think that's

1284
03:49:48.780 --> 03:49:53.310
Mariel Vazquez: Important and, I mean, it's okay. Only one has full control. Maybe the others can help.

1285
03:49:54.570 --> 03:49:56.850
Mariel Vazquez: Keep up if there is more than one request.

1286
03:49:57.300 --> 03:50:00.120
Mariel Vazquez: But if you guys and it sounds like you guys very on top of it.

1287
03:50:00.360 --> 03:50:13.710
Mariel Vazquez: I mean, you're, you're on text and you can communicate with each other. So yeah, I don't I don't worry,
I just thought, well, maybe Lauren and I are Kimberly learn and I wanted to, to talk for two minutes after the

Mariel Vazquez: After the session and it would be good to not do it in front of everyone else.

Mariel Vazquez: And they're good to tell the others. You can stay on the call.

Mariel Vazquez: Just come back in 15 minutes but you need to disconnect and come back.

Rosa Deniz: So, no problem. I'll go ahead and do an extra breakout room for you, three and then I'll check in with Medan and Tom to see if

Rosa Deniz: Jordan.

Mariel Vazquez: Then the other thing I thought would be helpful is

Mariel Vazquez: If we if we assigned one person to read the questions and just tell. I mean, I wonder if people hesitate asking if they feel that no one is really monitoring the chat.

Mariel Vazquez: What do you think, what do you think the best way is

Lorena Oropeza: You said, and I could you said well we have a breakout room for us. And then the other people that just hang around

Lorena Oropeza: When you point. I'm sorry, mighty

Mariel Vazquez: On your point about the know

Mariel Vazquez: I'm tired.
Mariel Vazquez: Monday, but it's been a long week.

Lorena Oropeza: Yeah. So what is your point. I'm sorry.

Mariel Vazquez: Not the new point is about the questions. So I wonder if people did not ask so many questions because they felt that no one was really moderating the questions. So I wonder if we wish we could tell the people Such and Such in our team. So Tom in our team or Marianne and our team will read the questions and ask them at the end. So write them in as they come. And we make sure that one of us is indeed on top of the questions for me or Kimberly. I mean, just one person.

Lorena Oropeza: That was definitely on top of them because I thought I was the person who was gonna introduce the next person that it was still 20 was a DJ.

Mariel Vazquez: DJ

Lorena Oropeza: I can turn it over to Tom. Tom, will you please monitor the chat. I can do that. Yeah, yeah.

Mariel Vazquez: I mean, I think it's mainly

Lorena Oropeza: I can turn it over to Tom. Tom, will you please monitor the chat. I can do that. Yeah, yeah.

Mariel Vazquez: I mean, I think it's mainly

Mariel Vazquez: I think I mean you did wonderful what I'm thinking. I've been in in zoom calls like this where all of a sudden, there's a flood of questions right.

Mariel Vazquez: The grand rounds on Friday from the Office of Research that are Corbett related.

Mariel Vazquez: All of a sudden, I mean, depending on what the presenter is there is really a flood of questions. So the moderator. The person who's asking the question live cannot be reading at the same time, they cannot keep up.
Mariel Vazquez: So that didn't happen today, but if it happened, it would be good to make sure that someone is. I mean, you could continue doing this and then

03:52:56.400 --> 03:53:06.930
Mariel Vazquez: When you're done with a question, say, Did I miss any question, Tom, or they immediately question. MARIANA and then they come in. So yeah, there's this question. This question. This question right

03:53:08.400 --> 03:53:10.530
Yeah yeah I'm

03:53:12.510 --> 03:53:15.660
Still being recorded. Which is funny. This is the decompression portion

03:53:17.010 --> 03:53:17.940
Mariel Vazquez: To stop recording

03:53:19.740 --> 03:53:22.650
Recording because this is not helpful to anyone but us. Yeah.