

WEBVTT

1
00:02:53.730 --> 00:02:55.380
Thomas O'Donnell: Is being recorded.

2
00:02:57.540 --> 00:02:58.260
Thomas O'Donnell: Good afternoon.

3
00:02:59.640 --> 00:03:00.600
Philip H Kass: Hi, Thomas, how are you

4
00:03:01.410 --> 00:03:10.890
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

5
00:03:15.150 --> 00:03:16.350
Thomas O'Donnell: Otherwise, I'm doing well, how about you.

6
00:03:18.270 --> 00:03:20.070
Philip H Kass: Know I'm everything swatting I'm

7
00:03:20.340 --> 00:03:23.430
Philip H Kass: What I'm hoping is that after I make my remarks and you tell me when to

8
00:03:23.670 --> 00:03:27.510
Philip H Kass: Start the presentation that I can share my screen.

9
00:03:28.920 --> 00:03:29.280
Philip H Kass: And

10
00:03:29.310 --> 00:03:29.760
Thomas O'Donnell: Guess.

11
00:03:30.090 --> 00:03:31.020
Philip H Kass: Take it from there.

12
00:03:31.410 --> 00:03:31.950
Thomas O'Donnell: And hopefully

13
00:03:32.640 --> 00:03:34.080

Philip H Kass: I will periodically, the

14

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

15

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

Thomas O'Donnell: Lovely. Absolutely. Good, good.

16

00:03:49.350 --> 00:03:51.720

Thomas O'Donnell: Yes, yes. All right.

17

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

18

00:04:04.590 --> 00:04:04.860

Thomas O'Donnell: You know,

19

00:04:04.980 --> 00:04:06.720

Philip H Kass: I mean this stuff just happens.

20

00:04:07.380 --> 00:04:09.840

Thomas O'Donnell: Yep. Yes, it's a

21

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

22

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.

23

00:04:29.070 --> 00:04:30.330

Thomas O'Donnell: Not so much.

24

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

25

00:04:44.640 --> 00:04:47.010

Philip H Kass: Sorry, I lost your sound you

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00:04:47.010 --> 00:04:48.660

Philip H Kass: Said those and then I lost you.

27

00:04:49.410 --> 00:04:56.880

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

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00:04:57.150 --> 00:04:57.840

Philip H Kass: Okay, thank you.

29

00:04:58.470 --> 00:04:59.040

Elena

30

00:05:01.710 --> 00:05:05.100

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

31

00:05:05.490 --> 00:05:11.940

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.

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00:05:13.650 --> 00:05:14.220

Lorena Oropeza: So,

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00:05:14.460 --> 00:05:15.030

Rosa Deniz: Anything.

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00:05:15.930 --> 00:05:19.530

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

35

00:05:20.010 --> 00:05:29.340

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.

36

00:05:30.000 --> 00:05:33.300

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

37

00:05:33.780 --> 00:05:34.800

Philip H Kass: Last week,

38

00:05:35.970 --> 00:05:36.300

Rosa Deniz: Okay.

39

00:05:36.810 --> 00:05:44.610

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.

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00:05:45.210 --> 00:05:49.140

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

41

00:05:50.190 --> 00:05:56.580

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

42

00:05:57.750 --> 00:06:02.160

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

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00:06:04.020 --> 00:06:08.490

Philip H Kass: prefer that I reach out shoot Elena Lopez.

44

00:06:09.300 --> 00:06:23.310

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.

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00:06:24.660 --> 00:06:28.590

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

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00:06:28.860 --> 00:06:29.970

Rosa Deniz: Sure, no problem.

47

00:06:34.890 --> 00:06:35.340

Yes.

48

00:06:36.810 --> 00:06:50.160

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

49

00:06:51.660 --> 00:07:07.020

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.

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00:07:08.430 --> 00:07:15.840

Thomas O'Donnell: Yeah, Lauren. I was hoping you would just SET THAT TABLE AND JUST NAME. And what department.

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00:07:17.040 --> 00:07:17.400

Thomas O'Donnell: And

52

00:07:19.200 --> 00:07:21.360

Thomas O'Donnell: Let you learn to just call out

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00:07:21.690 --> 00:07:23.790

Thomas O'Donnell: Each person to introduce themselves so

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00:07:24.090 --> 00:07:33.480

Thomas O'Donnell: 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.

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00:07:35.340 --> 00:07:35.850

Lorena Oropeza: Okay.

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00:07:36.900 --> 00:07:37.890

Lorena Oropeza: Hold on, I'm going

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00:07:38.610 --> 00:07:42.930

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

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00:07:44.130 --> 00:07:51.180

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

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00:07:52.530 --> 00:07:54.960

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

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00:07:56.040 --> 00:08:02.370

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

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00:08:04.050 --> 00:08:04.380

Lorena Oropeza: Okay.

62

00:08:05.640 --> 00:08:06.030

Philip H Kass: Would you like

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00:08:06.090 --> 00:08:07.350

Philip H Kass: Me of my time.

64

00:08:08.340 --> 00:08:11.880

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

65

00:08:12.420 --> 00:08:20.490

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

66

00:08:21.390 --> 00:08:35.430

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.

67

00:08:35.700 --> 00:08:36.000

Philip H Kass: Right.

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00:08:36.210 --> 00:08:38.610

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

69

00:08:40.410 --> 00:08:45.060

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

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00:08:45.300 --> 00:08:50.430

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.

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00:08:51.390 --> 00:08:56.040

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

72

00:08:57.240 --> 00:08:57.690

Lorena Oropeza: Um,

73

00:08:59.040 --> 00:08:59.700

Lorena Oropeza: I think

74

00:09:00.810 --> 00:09:10.200

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.

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00:09:11.790 --> 00:09:13.590

Lorena Oropeza: I think that

76

00:09:16.830 --> 00:09:17.850

Mariel Vazquez: Yeah, I think, I think you're

77

00:09:18.180 --> 00:09:20.160

Mariel Vazquez: You're welcome remarks.

78

00:09:21.210 --> 00:09:22.140

Lorena Oropeza: Yeah, or

79

00:09:22.800 --> 00:09:26.850

Mariel Vazquez: I mean feel you can give the welcome at the beginning of your presentation.

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00:09:27.870 --> 00:09:42.870

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

81

00:09:43.020 --> 00:09:44.790

Philip H Kass: Yeah, although I'm actually not associate vice

82

00:09:45.630 --> 00:09:51.630

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

83

00:09:56.730 --> 00:10:00.780

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

84

00:11:23.400 --> 00:11:25.020

Lorena Oropeza: You will actually see them.

85

00:12:12.480 --> 00:12:15.900

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

86

00:12:17.550 --> 00:12:19.860

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

87

00:12:42.210 --> 00:12:42.690

Lorena Oropeza: Start

88

00:12:44.820 --> 00:12:45.180

One.

89

00:12:46.770 --> 00:12:51.780

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

90

00:13:16.320 --> 00:13:22.500

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

91

00:13:23.010 --> 00:13:30.720

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.

92

00:13:31.440 --> 00:13:39.090

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.

93

00:13:40.080 --> 00:13:49.470

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.

94

00:13:50.100 --> 00:13:55.800

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

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00:13:56.340 --> 00:14:07.680

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.

96

00:14:08.700 --> 00:14:11.940

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

97

00:14:14.520 --> 00:14:20.160

Lorena Oropeza: Allowing the center directors to introduce themselves. So Monday. If you want to set the example.

98

00:14:20.580 --> 00:14:40.980

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.

99

00:14:42.390 --> 00:14:53.670

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

100

00:14:54.900 --> 00:15:02.490

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

101
00:15:05.520 --> 00:15:05.910
Lorena Oropeza: pasa

102
00:15:08.850 --> 00:15:28.440
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

103
00:15:30.150 --> 00:15:30.660
Lorena Oropeza: Ludhiana

104
00:15:33.000 --> 00:15:40.620
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.

105
00:15:42.360 --> 00:15:43.650
Lorena Oropeza: I'm Tom

106
00:15:44.910 --> 00:15:49.320
Thomas O'Donnell: Good afternoon. I'm Tom wood on all I'm an analyst for Lorena.

107
00:15:50.970 --> 00:15:54.570
Lorena Oropeza: I love it. Yeah, but that puts it short. I'm going to go

108
00:15:56.310 --> 00:16:01.320
Lorena Oropeza: I could go by alphabetical order assembly my window order. I'm Griffin Janine.

109
00:16:04.350 --> 00:16:05.820
Theanne Griffith: Is that me fee and Griffith

110
00:16:06.180 --> 00:16:06.660
Lorena Oropeza: Mm hmm.

111
00:16:06.750 --> 00:16:16.380
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.

112
00:16:16.890 --> 00:16:26.340
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

113

00:16:30.540 --> 00:16:33.630

Lorena Oropeza: Just your name. Yeah, unmute yourself and then you say your name and you

114

00:16:33.630 --> 00:16:34.410

Lorena Oropeza: Know, are you

115

00:16:34.440 --> 00:16:41.400

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.

116

00:16:42.000 --> 00:16:43.560

Lorena Oropeza: Thank you. I'm

117

00:16:44.640 --> 00:16:48.510

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

118

00:16:50.730 --> 00:16:52.920

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

119

00:16:54.060 --> 00:16:54.630

Darnel Degand: Nice to meet you.

120

00:16:55.980 --> 00:16:56.340

Lorena Oropeza: Too.

121

00:16:57.810 --> 00:16:59.010

Lorena Oropeza: Nice Jeffrey

122

00:17:01.590 --> 00:17:05.640

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

123

00:17:07.230 --> 00:17:08.550

Lorena Oropeza: Kathleen know of cruise

124

00:17:10.740 --> 00:17:12.900

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

125

00:17:13.890 --> 00:17:15.600

Lorena Oropeza: Welcome Tiffany Johnson.

126

00:17:17.970 --> 00:17:22.500

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

127

00:17:23.940 --> 00:17:25.950

Lorena Oropeza: I'm tackling Whiteley

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00:17:26.940 --> 00:17:32.850

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.

129

00:17:33.960 --> 00:17:34.320

Okay.

130

00:17:35.550 --> 00:17:38.730

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

131

00:17:39.810 --> 00:17:46.260

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

132

00:17:47.160 --> 00:17:48.810

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

133

00:17:50.100 --> 00:17:50.850

Lorena Oropeza: Michael thing.

134

00:17:51.900 --> 00:17:57.660

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

135

00:17:58.200 --> 00:17:59.910

Lorena Oropeza: Madeline nervous in thrown

136

00:18:08.310 --> 00:18:08.940

Lorena Oropeza: Can't hear you.

137

00:18:10.200 --> 00:18:10.950

Lorena Oropeza: You hear Madeline

138

00:18:13.800 --> 00:18:14.070

No.

139

00:18:16.140 --> 00:18:18.600

Lorena Oropeza: Tom, can you remind me what Madeline and make speak for her.

140

00:18:19.860 --> 00:18:22.380

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

141

00:18:22.620 --> 00:18:34.260

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

142

00:18:35.250 --> 00:18:36.690

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

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00:18:36.780 --> 00:18:39.630

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

144

00:18:40.410 --> 00:18:40.680

Kimberly Nettles-Barcelon (she/her): These

145

00:18:40.770 --> 00:18:44.040

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

146

00:18:44.640 --> 00:18:49.590

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

147

00:18:50.370 --> 00:18:53.430

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

148

00:18:55.200 --> 00:19:01.350

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

149

00:19:02.610 --> 00:19:11.730

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.

150

00:19:15.990 --> 00:19:17.640

Thomas O'Donnell: You're there you're

151

00:19:19.920 --> 00:19:26.550

jafuquenep: My name is Kate McKinnon, I am in the statistics department and our new assistant professor

152

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.

153

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

154

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.

155

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.

156

00:19:58.470 --> 00:20:00.210

Lorena Oropeza: Lisa tell Professor Lisa tell

157

00:20:01.260 --> 00:20:01.890

Lorena Oropeza: Your professor

158

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.

159

00:20:15.570 --> 00:20:18.270

Lorena Oropeza: Thank you for coming on coffin.

160

00:20:20.160 --> 00:20:20.730

Lorena Oropeza: responder

161

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.

162

00:20:28.920 --> 00:20:31.860

Lorena Oropeza: Thank you, Jessica. Lynn run. Yeah.

163

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

164

00:20:39.390 --> 00:20:42.930

Thomas O'Donnell: An associate professor in civil and environmental engineering

165

00:20:43.380 --> 00:20:45.960

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

166

00:20:46.260 --> 00:20:52.770

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

167

00:20:54.300 --> 00:20:54.780

Lorena Oropeza: Lucy.

168

00:20:56.670 --> 00:21:12.870

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.

169

00:21:14.220 --> 00:21:16.560

Julie Sze: Anyway, but obviously I am

170

00:21:17.880 --> 00:21:30.870

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

171

00:21:33.420 --> 00:21:36.150

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

172

00:21:37.980 --> 00:21:47.790

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.

173

00:21:48.780 --> 00:21:58.950

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.

174

00:21:59.520 --> 00:22:10.020

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.

175

00:22:10.410 --> 00:22:11.040

Martha O'Donnell: That was good. It

176

00:22:11.070 --> 00:22:12.330

Lorena Oropeza: Really short and blue.

177

00:22:13.230 --> 00:22:14.670

Lorena Oropeza: I would love to know more than

178

00:22:15.450 --> 00:22:17.370

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

179

00:22:18.060 --> 00:22:23.910

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

180

00:22:25.110 --> 00:22:30.750

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.

181

00:22:31.800 --> 00:22:32.160

And

182

00:22:33.930 --> 00:22:51.960

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.

183

00:22:53.880 --> 00:22:54.930

Philip H Kass: Thank you very much.

184

00:22:57.270 --> 00:23:01.410

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

185

00:23:03.480 --> 00:23:04.620

Philip H Kass: Lower this

186

00:23:06.000 --> 00:23:06.720

Philip H Kass: And

187

00:23:09.660 --> 00:23:14.370

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

188

00:23:15.840 --> 00:23:16.500

Philip H Kass: Okay, wonderful.

189

00:23:17.550 --> 00:23:25.950

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

190

00:23:26.580 --> 00:23:41.820

Philip H Kass: So 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.

191

00:23:42.840 --> 00:23:52.260

Philip H Kass: 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 a rose through the

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00:23:52.890 --> 00:24:02.160

Philip H Kass: The advanced grant that UC Davis received from 2012 to 2017 and what it really began as an institutional transformation grant in 2012 is

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00:24:02.430 --> 00:24:08.730

Philip H Kass: Now institutionalized into the campuses genome largely in the office of diversity, equity, and inclusion.

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00:24:09.180 --> 00:24:24.630

Philip H Kass: 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.

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00:24:25.950 --> 00:24:37.350

Philip H Kass: 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

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00:24:37.920 --> 00:24:46.710

Philip H Kass: 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

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00:24:47.430 --> 00:24:56.070

Philip H Kass: 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.

198

00:24:56.550 --> 00:25:02.670

Philip H Kass: And these are programs that we believe in and then affect the members of our academic senate and academic Federation.

199

00:25:03.060 --> 00:25:10.380

Philip H Kass: And then meaningfully affect the lives of our colleagues, for example. These include the establishment

of launch committees that provide support.

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00:25:10.680 --> 00:25:17.160

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

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00:25:17.910 --> 00:25:26.880

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.

202

00:25:27.390 --> 00:25:34.620

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

203

00:25:34.860 --> 00:25:45.030

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.

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00:25:46.320 --> 00:25:56.460

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.

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00:25:56.970 --> 00:26:08.850

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.

206

00:26:09.270 --> 00:26:18.240

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.

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00:26:18.690 --> 00:26:31.440

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.

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00:26:32.310 --> 00:26:41.370

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.

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00:26:41.790 --> 00:26:49.380

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.

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00:26:49.680 --> 00:27:01.200

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.

211

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.

212

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.

213

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.

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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.

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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.

216

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.

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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.

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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.

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00:28:11.100 --> 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.

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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.

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00:28:38.700 --> 00:28:47.850

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.

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00:28:48.420 --> 00:29:01.050

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.

223

00:29:01.530 --> 00:29:07.860

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.

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00:29:08.310 --> 00:29:19.470

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.

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00:29:19.860 --> 00:29:34.410

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.

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00:29:36.030 --> 00:29:47.820

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.

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00:29:49.860 --> 00:29:50.370

Philip H Kass: Okay.

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00:29:51.630 --> 00:29:59.670

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.

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00:30:00.000 --> 00:30:09.990

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.

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00:30:10.650 --> 00:30:15.510

Philip H Kass: So we have three ranks in the system here assistant rank, such as assistant professor

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00:30:16.290 --> 00:30:26.700

Philip H Kass: Associate professor and then full professor as well. And within these ranks, there are steps so assistance goes through steps one through six associate steps one through five.

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00:30:27.090 --> 00:30:38.160

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.

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00:30:38.910 --> 00:30:47.760

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.

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00:30:48.210 --> 00:30:58.710

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.

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00:30:59.910 --> 00:31:06.690

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

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00:31:07.110 --> 00:31:15.870

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.

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00:31:16.140 --> 00:31:28.590

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.

238

00:31:29.430 --> 00:31:44.370

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.

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00:31:47.460 --> 00:31:47.940

Philip H Kass: Now,

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00:31:49.050 --> 00:32:00.240

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

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00:32:00.600 --> 00:32:08.040

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.

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00:32:08.640 --> 00:32:23.310

Philip H Kass: At the associate rank from steps 123 point five. Your normative time is two years as well. Then when you get to either associate four or five or 5.5 or when you get to full professor. Step one. And higher

243

00:32:23.850 --> 00:32:40.440

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.

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00:32:41.760 --> 00:32:59.430

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.

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00:33:00.750 --> 00:33:08.100

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.

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00:33:08.460 --> 00:33:19.290

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.

247

00:33:21.780 --> 00:33:33.000

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.

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00:33:33.750 --> 00:33:38.640

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

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00:33:39.030 --> 00:33:48.210

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.

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00:33:48.660 --> 00:33:55.410

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

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00:33:55.800 --> 00:34:11.040

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.

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00:34:13.320 --> 00:34:21.060

Philip H Kass: So this would this schematic. Here is a very simple explanation of how faculty advance in normative time

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00:34:24.990 --> 00:34:39.810

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

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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

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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.

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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

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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

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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.

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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.

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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.

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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.

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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.

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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

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00:36:21.750 --> 00:36:29.850

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

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00:36:30.390 --> 00:36:37.500

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.

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00:36:37.890 --> 00:36:54.480

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

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00:36:57.930 --> 00:37:01.530

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

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00:37:02.040 --> 00:37:08.010

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

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00:37:08.280 --> 00:37:14.280

Philip H Kass: From your colleagues from your department chairs for people like me. But in reality, if you really want to go to

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00:37:14.580 --> 00:37:21.870

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

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00:37:22.260 --> 00:37:31.890

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.

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00:37:32.190 --> 00:37:40.110

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

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00:37:40.650 --> 00:37:51.060

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.

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00:37:51.870 --> 00:37:59.430

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.

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00:37:59.760 --> 00:38:14.490

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.

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00:38:15.900 --> 00:38:26.520

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.

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00:38:31.710 --> 00:38:41.670

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.

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00:38:42.390 --> 00:38:46.770

Philip H Kass: Now here's an interesting phenomenon that a lot of people still unfortunately don't understand

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00:38:47.700 --> 00:38:58.950

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.

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00:38:59.400 --> 00:39:08.670

Philip H Kass: 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

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00:39:09.060 --> 00:39:17.010

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

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00:39:17.580 --> 00:39:24.960

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.

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00:39:25.470 --> 00:39:31.320

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.

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00:39:31.950 --> 00:39:39.930

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.

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00:39:40.650 --> 00:39:53.040

Philip H Kass: Now the step plus advancement again can lead to additional half steps if the record that you have is

particularly outstanding in one or more areas and I'll go over with those are in a moment.

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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.

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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.

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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.

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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.

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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,

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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.

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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.

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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.

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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.

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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.

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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.

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00:41:50.400 --> 00:42:01.380

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.

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00:42:02.430 --> 00:42:09.690

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

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00:42:10.110 --> 00:42:15.420

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

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00:42:15.690 --> 00:42:23.730

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.

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00:42:24.000 --> 00:42:39.900

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.

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00:42:41.280 --> 00:42:55.950

Philip H Kass: So this approach again allows the candidates to present 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

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00:42:58.380 --> 00:43:04.050

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

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00:43:04.950 --> 00:43:16.920

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.

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00:43:17.970 --> 00:43:26.790

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

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00:43:27.270 --> 00:43:37.530

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.

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00:43:38.220 --> 00:43:45.360

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.

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00:43:46.110 --> 00:43:53.310

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

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00:43:53.880 --> 00:44:07.590

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.

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00:44:08.730 --> 00:44:13.140

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

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00:44:13.470 --> 00:44:21.510

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

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00:44:21.810 --> 00:44:38.070

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.

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00:44:40.860 --> 00:44:50.580

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

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00:44:51.030 --> 00:45:01.170

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

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00:45:01.710 --> 00:45:14.640

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.

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00:45:17.550 --> 00:45:24.150

Philip H Kass: So returning now to step. Plus, as I mentioned, it's now in its seventh year since trash transition

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00:45:24.690 --> 00:45:32.070

Philip H Kass: And it is designed to reduce the number of actions per year and departments, because people can't come up early, except for promotions.

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00:45:32.370 --> 00:45:42.360

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.

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00:45:42.870 --> 00:46:04.050

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 we care very, very deeply about the advancement process because promotions to step advancements on 10 year cases go right through academic affairs.

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00:46:06.390 --> 00:46:15.690

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

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00:46:16.170 --> 00:46:24.510

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

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00:46:24.900 --> 00:46:35.700

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.

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00:46:36.090 --> 00:46:39.450

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

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00:46:39.930 --> 00:46:51.630

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.

325

00:46:52.020 --> 00:46:58.260

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

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00:46:58.800 --> 00:47:05.850

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

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00:47:06.360 --> 00:47:17.010

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

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00:47:17.850 --> 00:47:27.840

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

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00:47:27.840 --> 00:47:28.740

Philip H Kass: UC Davis.

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00:47:28.950 --> 00:47:37.200

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

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00:47:37.740 --> 00:47:56.850

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

00:47:58.110 --> 00:48:06.840

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.

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00:48:07.170 --> 00:48:12.270

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

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00:48:12.720 --> 00:48:23.310

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

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00:48:23.670 --> 00:48:28.830

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

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00:48:30.210 --> 00:48:38.190

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

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00:48:39.030 --> 00:48:51.810

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

00:48:52.320 --> 00:49:05.820

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

00:49:07.980 --> 00:49:08.370

Philip H Kass: Okay.

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00:49:10.440 --> 00:49:17.940

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.

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00:49:18.330 --> 00:49:25.290

Philip H Kass: And outstanding performance in one area cannot compensate for below expectation performance in another area.

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00:49:26.010 --> 00:49:36.690

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.

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00:49:37.650 --> 00:49:52.140

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

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00:49:53.520 --> 00:50:01.890

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

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00:50:02.340 --> 00:50:09.570

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.

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00:50:10.110 --> 00:50:17.520

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

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00:50:18.150 --> 00:50:32.670

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

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00:50:33.750 --> 00:50:41.910

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.

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00:50:42.390 --> 00:50:51.840

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.

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00:50:52.590 --> 00:51:00.930

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

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00:51:01.200 --> 00:51:16.260

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.

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00:51:19.050 --> 00:51:28.830

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

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00:51:29.430 --> 00:51:41.820

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.

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00:51:43.410 --> 00:51:56.610

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.

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00:51:57.030 --> 00:52:08.400

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.

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00:52:09.000 --> 00:52:27.600

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.

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00:52:29.010 --> 00:52:43.950

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

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00:52:44.850 --> 00:52:53.430

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.

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00:52:53.760 --> 00:53:04.440

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.

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00:53:04.860 --> 00:53:20.490

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.

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00:53:24.180 --> 00:53:33.510

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.

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00:53:33.990 --> 00:53:38.040

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

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00:53:38.550 --> 00:53:43.590

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

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00:53:43.890 --> 00:53:53.220

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.

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00:53:53.670 --> 00:53:58.050

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

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00:53:59.010 --> 00:54:05.220

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

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00:54:05.490 --> 00:54:15.000

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.

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00:54:15.240 --> 00:54:29.730

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.

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00:54:31.050 --> 00:54:42.510

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.

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00:54:43.170 --> 00:54:46.410

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

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00:54:48.030 --> 00:55:00.810

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

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00:55:02.880 --> 00:55:08.280

Philip H Kass: As I've mentioned before you can request advancement, even if a faculty vote in your department is

negative.

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00:55:08.940 --> 00:55:17.700

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

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00:55:18.150 --> 00:55:27.540

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

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00:55:27.930 --> 00:55:38.610

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

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00:55:39.660 --> 00:55:48.120

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.

377

00:55:48.480 --> 00:55:58.890

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.

378

00:55:59.490 --> 00:56:12.510

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.

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00:56:13.260 --> 00:56:20.400

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

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00:56:20.820 --> 00:56:25.800

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

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00:56:26.190 --> 00:56:38.490

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.

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00:56:41.010 --> 00:56:45.000

Philip H Kass: Now this is designed to just show you the impact that step plus has had

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00:56:45.720 --> 00:56:54.750

Philip H Kass: And so this is divided into the before step plus era in which faculty were allowed to try to accelerate in

time.

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00:56:55.110 --> 00:57:08.550

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

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00:57:10.470 --> 00:57:20.070

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.

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00:57:20.640 --> 00:57:33.960

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%

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00:57:34.500 --> 00:57:42.720

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

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00:57:43.170 --> 00:57:51.870

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.

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00:57:52.530 --> 00:58:06.450

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%

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00:58:07.740 --> 00:58:15.840

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

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00:58:16.410 --> 00:58:22.950

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

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00:58:23.310 --> 00:58:29.730

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

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00:58:30.120 --> 00:58:36.480

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

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00:58:36.720 --> 00:58:46.200

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.

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00:58:48.090 --> 00:58:57.300

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.

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00:58:57.660 --> 00:59:08.640

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.

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00:59:08.940 --> 00:59:13.740

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

398

00:59:14.190 --> 00:59:23.340

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.

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00:59:23.700 --> 00:59:29.910

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.

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00:59:30.300 --> 00:59:42.210

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.

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00:59:42.690 --> 00:59:48.510

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

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00:59:49.230 --> 01:00:01.890

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.

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01:00:03.060 --> 01:00:06.450

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

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01:00:07.650 --> 01:00:13.020

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

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01:00:13.470 --> 01:00:29.310

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.

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01:00:30.540 --> 01:00:35.790

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

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01:00:36.600 --> 01:00:44.130

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.

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01:00:44.370 --> 01:00:59.670

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.

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01:01:00.930 --> 01:01:13.500

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.

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01:01:16.020 --> 01:01:20.850

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

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01:01:21.990 --> 01:01:33.990

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.

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01:01:34.560 --> 01:01:41.970

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

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01:01:43.050 --> 01:01:48.660

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

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01:01:49.470 --> 01:02:01.920

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

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01:02:02.580 --> 01:02:07.680

Philip H Kass: And so the answer to that is no, everybody is expected to continue to progress.

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01:02:08.490 --> 01:02:19.860

Philip H Kass: The only place where somebody on faculty can stop advancing without any type of potentially punitive

action is when you get to Professor. Step five.

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01:02:20.430 --> 01:02:34.920

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.

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01:02:36.090 --> 01:02:40.590

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.

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01:02:41.700 --> 01:02:50.460

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

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01:02:53.070 --> 01:03:04.320

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.

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01:03:05.760 --> 01:03:14.910

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.

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01:03:15.690 --> 01:03:29.040

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.

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01:03:30.150 --> 01:03:36.990

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.

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01:03:37.800 --> 01:03:46.560

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.

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01:03:47.190 --> 01:03:59.580

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.

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01:04:00.690 --> 01:04:06.360

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

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01:04:08.430 --> 01:04:15.180

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.

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01:04:15.810 --> 01:04:27.720

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.

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01:04:28.650 --> 01:04:39.600

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

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01:04:41.250 --> 01:04:55.830

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

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01:04:56.850 --> 01:04:59.280

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

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01:05:00.360 --> 01:05:08.430

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.

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01:05:09.060 --> 01:05:12.780

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

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01:05:13.410 --> 01:05:27.570

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

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01:05:28.950 --> 01:05:41.040

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.

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01:05:42.870 --> 01:05:50.910

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

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01:05:51.870 --> 01:06:04.740

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.

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01:06:05.550 --> 01:06:16.290

Philip H Kass: The deans cap 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.

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01:06:18.510 --> 01:06:26.490

Philip H Kass: 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

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01:06:26.760 --> 01:06:31.500

Philip H Kass: Are going to adapt to distance learning better than others. And so we want you to use your candidate statement.

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01:06:31.860 --> 01:06:36.570

Philip H Kass: To explain the impact that sheltering in place has had on your teaching and mentoring record.

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01:06:36.900 --> 01:06:45.600

Philip H Kass: 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

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01:06:46.260 --> 01:06:53.100

Philip H Kass: Last year, some of you were here last year we made the teaching evaluations from winter and spring optional we just felt

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01:06:53.430 --> 01:07:03.180

Philip H Kass: 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.

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01:07:03.810 --> 01:07:09.600

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

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01:07:09.840 --> 01:07:16.740

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

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01:07:17.130 --> 01:07:23.400

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

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01:07:23.640 --> 01:07:33.900

Philip H Kass: 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

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01:07:34.470 --> 01:07:47.700

Philip H Kass: 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.

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01:07:48.270 --> 01:07:56.610

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

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01:07:56.940 --> 01:08:04.140

Philip H Kass: 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

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01:08:04.710 --> 01:08:10.830

Philip H Kass: 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.

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01:08:11.280 --> 01:08:15.690

Philip H Kass: Can only be approved by the UC system wide Provost Michael Brown.

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01:08:16.200 --> 01:08:25.860

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

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01:08:26.340 --> 01:08:33.510

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

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01:08:34.170 --> 01:08:40.500

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

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01:08:41.010 --> 01:08:56.220

Philip H Kass: 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.

458

01:08:58.230 --> 01:09:04.650

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

459

01:09:05.160 --> 01:09:09.990

Philip H Kass: Particularly for activities that go into a dossier of September 30. In other words,

460

01:09:10.290 --> 01:09:20.220

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

461

01:09:21.120 --> 01:09:33.120

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.

462

01:09:33.840 --> 01:09:40.020

Philip H Kass: You then have the right if you had something published or accepted for publication between September 30

463

01:09:40.320 --> 01:09:51.240

Philip H Kass: 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.

464

01:09:51.540 --> 01:09:59.190

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

465

01:09:59.520 --> 01:10:11.160

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.

466

01:10:11.700 --> 01:10:22.440

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.

467

01:10:24.570 --> 01:10:33.900

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

468

01:10:35.040 --> 01:10:41.910

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

469

01:10:42.390 --> 01:10:55.680

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.

470

01:11:01.200 --> 01:11:04.830

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

471

01:11:06.390 --> 01:11:06.990

Thomas O'Donnell: Great learner.

472

01:11:07.620 --> 01:11:10.650

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

473

01:11:12.210 --> 01:11:21.780

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.

474

01:11:22.140 --> 01:11:26.880

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

475

01:11:27.750 --> 01:11:36.060

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.

476

01:11:36.480 --> 01:11:47.820

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

477

01:11:49.260 --> 01:11:55.890

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

478

01:11:57.570 --> 01:12:04.800

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.

479

01:12:05.460 --> 01:12:17.460

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

480

01:12:18.870 --> 01:12:24.150

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

481

01:12:26.070 --> 01:12:26.370

Lorena Oropeza: Have

482

01:12:28.650 --> 01:12:33.750

Lorena Oropeza: A series of TV specials on Charlie Brown. I never understood as a child, why the

483

01:12:34.260 --> 01:12:40.830

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.

484

01:12:41.310 --> 01:12:47.700

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

485

01:12:48.030 --> 01:12:56.790

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.

486

01:12:57.060 --> 01:13:03.510

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.

487

01:13:04.290 --> 01:13:13.380

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.

488

01:13:14.070 --> 01:13:23.220

Lorena Oropeza: And this is like good. It's a chain that keeps on going. Um, is there anyone who has a brief comment or question before we break out and we can I

489

01:13:23.310 --> 01:13:33.150

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

490

01:13:34.200 --> 01:13:38.040

Mariel Vazquez: Hear what you have to say feel. And yes, thank you so much for the presentation.

491

01:13:38.700 --> 01:13:55.650

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.

492

01:13:56.700 --> 01:14:03.150

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

493

01:14:04.380 --> 01:14:12.360

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.

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01:14:13.410 --> 01:14:23.370

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.

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01:14:24.570 --> 01:14:32.760

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

496

01:14:33.270 --> 01:14:40.800

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

497

01:14:41.310 --> 01:14:46.920

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

498

01:14:47.520 --> 01:14:57.810

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.

499

01:14:58.410 --> 01:15:07.980

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.

500

01:15:09.570 --> 01:15:12.840

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

501

01:15:14.070 --> 01:15:26.610

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.

502

01:15:27.780 --> 01:15:38.730

Lorena Oropeza: 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.

503

01:15:40.950 --> 01:15:47.250

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

504

01:16:04.890 --> 01:16:06.660

Rosa Deniz: Okay, and so that

505

01:16:08.220 --> 01:16:16.590

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

members.

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01:16:18.960 --> 01:16:21.780

Philip H Kass: It does every breakout room to have an FCC member

507

01:16:22.170 --> 01:16:22.770

Yes.

508

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

509

01:16:30.540 --> 01:16:31.350

Philip H Kass: So maybe I'll

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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.

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01:16:35.880 --> 01:16:42.000

Rosa Deniz: Okay, Lord, and nobody really would you to Japan, any of the breakout rooms.

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01:16:42.840 --> 01:16:45.000

Lorena Oropeza: I think I'm good not joining them.

513

01:16:45.360 --> 01:16:48.630

Lorena Oropeza: Okay, other material. I'll be here, but I'll be working in other

514

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

Mature

515

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

516

01:17:07.230 --> 01:17:12.330

Lorena Oropeza: visitations now though, and often it's going to be available crap so that

517

01:17:13.350 --> 01:17:13.740

Lorena Oropeza: They can

518

01:17:13.920 --> 01:17:16.170

Philip H Kass: Be happy to provide it to you. Absolutely.

519

01:17:16.440 --> 01:17:26.340

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.

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01:17:26.640 --> 01:17:28.170

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

521

01:17:29.670 --> 01:17:41.340

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.

522

01:17:41.640 --> 01:17:41.970

Lorena Oropeza: There's

523

01:17:42.330 --> 01:17:53.460

Lorena Oropeza: 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.

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01:17:54.570 --> 01:17:58.950

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

525

01:18:05.790 --> 01:18:07.290

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

526

01:18:08.190 --> 01:18:30.180

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.

527

01:18:30.660 --> 01:18:48.360

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.

528

01:18:48.420 --> 01:18:51.480

Kimberly Nettles-Barcelon (she/her): This is always a scramble like you mean you don't remember something

529

01:18:51.540 --> 01:18:53.310

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

530

01:18:57.090 --> 01:18:59.430

Mariel Vazquez: Yes, I have a couple of comments.

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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

01:20:16.170 --> 01:20:26.610

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

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01:20:39.930 --> 01:20:43.080

Philip H Kass: 1515 okay that sounds good. I'll be back.

542

01:20:43.560 --> 01:20:44.790

Mariel Vazquez: Thank you so much. Yeah.

543

01:20:44.820 --> 01:20:45.360

Thank you.

544

01:20:50.550 --> 01:20:51.030

Mariel Vazquez: Kimberly.

545

01:20:52.980 --> 01:20:53.370

Okay, good.

546

01:20:55.020 --> 01:20:56.520

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

547

01:20:59.550 --> 01:21:00.840

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

548

01:21:03.900 --> 01:21:04.260

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

549

01:21:06.150 --> 01:21:07.320

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

550

01:21:08.220 --> 01:21:14.190

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

551

01:21:15.390 --> 01:21:21.870

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

552

01:21:23.490 --> 01:21:30.870

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

553

01:21:36.030 --> 01:21:36.750

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

554

01:21:41.130 --> 01:21:49.950

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.

555

01:21:50.220 --> 01:21:50.910

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

556

01:21:51.270 --> 01:21:59.610

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.

557

01:21:59.970 --> 01:22:03.750

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

558

01:22:04.830 --> 01:22:08.700

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

559

01:22:10.410 --> 01:22:10.980

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

560

01:22:12.900 --> 01:22:15.570

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

561

01:22:16.260 --> 01:22:21.360

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

562

01:22:23.520 --> 01:22:28.500

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

563

01:22:30.420 --> 01:22:30.750

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

564

01:22:31.590 --> 01:22:36.210

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

565

01:22:38.190 --> 01:22:50.130

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

566

01:22:50.880 --> 01:22:55.170

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

567

01:22:56.160 --> 01:22:56.760

Kimberly Nettles-Barcelon (she/her): My feeling

568

01:22:57.630 --> 01:23:04.560

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

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01:23:05.640 --> 01:23:11.610

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

570

01:23:12.810 --> 01:23:23.970

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.

571

01:23:25.410 --> 01:23:27.750

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

572

01:23:28.800 --> 01:23:34.230

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

573

01:23:36.210 --> 01:23:40.530

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

574

01:23:41.640 --> 01:23:43.980

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

575

01:23:45.630 --> 01:23:46.230

Mariel Vazquez: I don't know.

576

01:23:48.450 --> 01:23:49.200

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

577

01:23:50.760 --> 01:23:55.710

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

578

01:24:00.060 --> 01:24:06.720

Mariel Vazquez: She's in pharmacology physiology and neuroscience and then there's Tiffany Johnson, who is in pediatrics.

579

01:24:08.820 --> 01:24:26.280

Marisel 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.

580

01:24:29.490 --> 01:24:31.500

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

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01:24:33.090 --> 01:24:33.600

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

582

01:24:39.030 --> 01:24:39.690

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

583

01:24:41.190 --> 01:24:44.610

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

584

01:24:47.970 --> 01:24:55.350

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.

585

01:24:57.390 --> 01:25:00.000

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

586

01:25:00.870 --> 01:25:01.140

Marisel Vazquez: Yeah, I

587

01:25:01.170 --> 01:25:10.890

Marisel 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

588

01:25:12.300 --> 01:25:15.780

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

589

01:25:16.950 --> 01:25:17.190

Yeah.

590

01:25:20.910 --> 01:25:21.240

Yeah.

591

01:25:22.620 --> 01:25:24.600

Marisel Vazquez: Okay, well, I'll see you in a little bit.

592

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

01:27:30.720 --> 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.

615

01:28:18.960 --> 01:28:31.680

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.

619
01:29:09.420 --> 01:29:09.750
Mariana Galindo-Vega: Okay.

620
01:29:10.200 --> 01:29:12.150
Rosa Deniz: Oh, can I move him into

621
01:29:14.550 --> 01:29:18.960
Mariana Galindo-Vega: That's what I'm trying to figure out us well I'm because

622
01:29:19.440 --> 01:29:22.590
Rosa Deniz: Nothing ever up because of a credentials.

623
01:29:24.270 --> 01:29:31.710
Rosa Deniz: And because I assign go ahead of time. I'm not sure that I can do it now.

624
01:29:34.440 --> 01:29:34.770
Rosa Deniz: Okay.

625
01:29:51.150 --> 01:29:57.990
Darnel: And it just didn't financially didn't make sense. I can't remember the details of that. But it was about

626
01:30:01.980 --> 01:30:05.610
Mariana Galindo-Vega: Interesting because it's a key keeps coming in and out as well.

627
01:30:06.420 --> 01:30:07.470
Rosa Deniz: I can't

628
01:30:09.120 --> 01:30:12.390
Rosa Deniz: I can't join him because

629
01:30:27.180 --> 01:30:28.710
I don't think I can do it.

630
01:53:18.570 --> 01:53:19.230
Are you there.

631
01:53:48.360 --> 01:53:48.960
Are you there.

632

01:53:56.970 --> 01:53:57.480

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 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

01:55:58.500 --> 01:55:58.860

Lorena Oropeza: Right.

645

01:55:59.790 --> 01:56:00.780

Mariel Vazquez: Yeah, there was a

646

01:56:03.330 --> 01:56:05.940

Mariel Vazquez: There was no beeping. So the big thing is gone.

647

01:56:16.200 --> 01:56:20.430

Rosa Deniz: Okay, it's a one minute warning before the breakout sessions and

648

01:56:41.940 --> 01:56:45.360

Rosa Deniz: The breakout room so they should join shortly.

649

01:56:59.610 --> 01:57:00.150

There we are.

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01:57:20.910 --> 01:57:23.280

Lorena Oropeza: Also have all the breakout people returned

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01:57:24.300 --> 01:57:30.180

Rosa Deniz: Yes, the breakout rooms have ended and everyone is back in the meeting room.

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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 suppose your cast and also with Professor on tell Professor Lisa tell and if I could ask her. We were so brief before you wouldn't mind introducing yourself to the gathered

653

01:57:53.700 --> 01:57:55.110

Cynthia Passmore: Around people

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01:57:57.990 --> 01:57:58.470

Lorena Oropeza: To have you

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01:58:02.910 --> 01:58:03.900

Lorena Oropeza: Introduce yourself.

656

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 campus now for 26 years

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01:58:15.390 --> 01:58:19.830

Lisa Tell: I have loved being a faculty member here. And so I welcome all of you guys.

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01:58:20.880 --> 01:58:24.660

Lisa Tell: It's really been a great institution to have a career.

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01:58:25.740 --> 01:58:37.140

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 of which to I was chair.

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01:58:37.530 --> 01:58:50.460

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.

661

01:58:51.720 --> 01:58:58.710

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

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01:59:00.660 --> 01:59:05.340

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

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01:59:06.420 --> 01:59:20.940

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

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01:59:21.990 --> 01:59:25.650

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

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01:59:27.090 --> 01:59:35.610

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

666

01:59:36.690 --> 01:59:40.680

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

667

01:59:41.280 --> 01:59:51.300

Lorena Oropeza: 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

668

01:59:52.530 --> 01:59:52.620

We're

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01:59:55.950 --> 01:59:59.610

Lorena Oropeza: Going to be stand if no one has any questions I had anticipated that

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02:00:00.090 --> 02:00:02.040

Lisa Tell: It's a lot of information. So

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02:00:05.310 --> 02:00:06.930

Lorena Oropeza: Here we go. Ben has something

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02:00:08.400 --> 02:00:09.870

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

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02:00:14.370 --> 02:00:21.960

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

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02:00:22.440 --> 02:00:33.390

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.

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02:00:36.870 --> 02:00:38.340

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

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02:00:39.000 --> 02:00:41.160

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

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02:00:42.300 --> 02:00:43.440

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

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02:00:43.740 --> 02:00:45.180

Lisa Tell: OK, so I would say

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02:00:46.530 --> 02:00:50.820

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

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02:00:51.660 --> 02:01:04.110

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

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02:01:04.890 --> 02:01:19.410

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.

682

02:01:21.000 --> 02:01:27.510

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.

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02:01:28.590 --> 02:01:41.610

Lisa Tell: So, in, 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

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02:01:42.150 --> 02:01:51.180

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.

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02:01:53.970 --> 02:01:54.540

Benjamin David Weber: Absolutely.

686

02:01:55.830 --> 02:01:57.660

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

687

02:01:57.810 --> 02:01:58.950

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

688

02:02:01.830 --> 02:02:03.120

Lorena Oropeza: Any other questions.

689

02:02:03.870 --> 02:02:06.060

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

690

02:02:07.560 --> 02:02:17.880

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.

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02:02:22.260 --> 02:02:25.590

Lisa Tell: So I would say in regards to

692

02:02:42.270 --> 02:02:43.350

Philip H Kass: Something like this.

693

02:02:44.220 --> 02:02:54.180

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.

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02:02:54.660 --> 02:03:07.260

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

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02:03:07.830 --> 02:03:27.930

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

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02:03:32.670 --> 02:03:38.880

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

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02:03:39.660 --> 02:03:44.040

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

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02:03:44.490 --> 02:03:47.820

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

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02:03:58.890 --> 02:04:10.620

Philip H Kass: Lisa, I also see a question here about what if what if certain disciplines have published guidelines and it could be that could inform the process.

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02:04:11.100 --> 02:04:23.850

Philip H Kass: And not only do discipline sometimes have these guidelines, but also some departments create their own guidelines. So how does cap. Look at those on whether it's the American history of our association or the history departments own guidelines.

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02:04:26.250 --> 02:04:32.040

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

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02:04:32.610 --> 02:04:42.810

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.

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02:04:43.650 --> 02:04:55.500

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.

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02:04:56.040 --> 02:05:07.890

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.

705

02:05:09.690 --> 02:05:15.360

Lisa Tell: Also, that's, that's also, I would say, relative to teaching what the teaching expectations are.

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02:05:15.660 --> 02:05:29.670

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.

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02:05:30.720 --> 02:05:38.610

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

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02:05:39.780 --> 02:05:50.010

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.

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02:05:51.450 --> 02:06:02.910

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

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02:06:03.870 --> 02:06:13.080

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.

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02:06:16.350 --> 02:06:23.880

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

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02:06:24.390 --> 02:06:32.490

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.

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02:06:33.030 --> 02:06:41.610

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

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02:06:42.150 --> 02:06:47.310

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

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02:06:47.970 --> 02:06:57.000

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.

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02:06:57.630 --> 02:07:12.660

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

717
02:07:15.330 --> 02:07:19.200
Lisa Tell: I that's a good point fell, and I would also comment.

718
02:07:20.340 --> 02:07:35.700
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.

719
02:07:36.870 --> 02:07:49.860
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

720
02:07:50.940 --> 02:07:57.120
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.

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02:07:58.200 --> 02:08:07.170
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.

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02:08:10.080 --> 02:08:27.480
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.

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02:08:28.620 --> 02:08:35.430
Lisa Tell: And so if there are guidelines, but once again take into account, my daughters.

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02:08:41.100 --> 02:08:54.240
Lorena Oropeza: So that was my next question with only nine members are they divided between the stem and like apples and saw how I mean what are the, how is the distribution across different fields. How is that determined

725
02:08:57.270 --> 02:09:01.950
Lisa Tell: So there is always a Member representing the major colleges

726
02:09:02.970 --> 02:09:10.500
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

727
02:09:11.520 --> 02:09:29.160
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

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02:09:33.060 --> 02:09:34.980

Lorena Oropeza: But they're more questions.

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02:09:38.160 --> 02:09:39.150

Lorena Oropeza: I have one.

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02:09:42.630 --> 02:09:53.340

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.

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02:09:54.480 --> 02:09:56.670

Lorena Oropeza: Or terrifying are both

732

02:09:58.920 --> 02:10:02.130

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

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02:10:04.260 --> 02:10:14.460

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

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02:10:14.760 --> 02:10:16.860

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

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02:10:17.250 --> 02:10:31.110

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.

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02:10:31.290 --> 02:10:38.460

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

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02:10:40.110 --> 02:10:47.160

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

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02:10:47.520 --> 02:11:08.160

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.

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02:11:09.840 --> 02:11:27.900

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.

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02:11:28.950 --> 02:11:41.850

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.

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02:11:43.350 --> 02:12:04.680

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.

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02:12:06.660 --> 02:12:12.540

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

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02:12:13.380 --> 02:12:27.060

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

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02:12:27.720 --> 02:12:44.550

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.

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02:12:45.930 --> 02:12:52.860

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

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02:12:54.420 --> 02:13:13.680

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.

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02:13:14.970 --> 02:13:25.890

Lisa Tell: In film might have some other you know things to add to that, but the magic program that is showing your intellectual voice is what you're, you're really wanting to focus on

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02:13:28.200 --> 02:13:35.670

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

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02:13:35.970 --> 02:13:51.480

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.

750
02:13:54.210 --> 02:13:58.110
Lisa Tell: Yeah, and your intellectual contribution. Yeah, yeah.

751
02:13:58.200 --> 02:14:05.850
Philip H Kass: And Lisa professors. He also asked another question about it was just sort of a follow up about if you're

752
02:14:06.270 --> 02:14:19.830
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

753
02:14:21.840 --> 02:14:36.270
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

754
02:14:37.500 --> 02:14:53.880
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.

755
02:14:55.440 --> 02:15:03.780
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.

756
02:15:04.830 --> 02:15:14.850
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.

757
02:15:15.840 --> 02:15:35.700
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.

758
02:15:36.720 --> 02:15:37.350
Lisa Tell: Because

759
02:15:38.850 --> 02:15:42.780
Lisa Tell: You, you only want to show that original research publication once

760
02:15:44.550 --> 02:15:51.030
Lisa Tell: And so you have to, you know, be critical and and be careful to evaluate your dossier.

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02:15:52.050 --> 02:15:59.850

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 that also adds credibility.

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02:16:02.400 --> 02:16:07.290

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

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02:16:07.680 --> 02:16:16.350

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.

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02:16:16.800 --> 02:16:24.900

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

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02:16:25.440 --> 02:16:39.510

Lorena Oropeza: 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.

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02:16:41.010 --> 02:16:48.150

Lorena Oropeza: Your, 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.

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02:16:48.510 --> 02:16:59.790

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.

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02:17:00.960 --> 02:17:03.750

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

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02:17:04.890 --> 02:17:09.300

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

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02:17:10.350 --> 02:17:15.030

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

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02:17:16.080 --> 02:17:23.160

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

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02:17:24.030 --> 02:17:31.080

Lisa Tell: And the tendency is for people to ask you to contribute and to participate.

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02:17:31.620 --> 02:17:43.080

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.

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02:17:43.950 --> 02:17:51.780

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

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02:17:52.620 --> 02:18:03.000

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

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02:18:03.870 --> 02:18:18.990

Lisa Tell: You know, initial exposure to your unit and it'll allow you get to get to know your colleagues, a bit in or interact with them. Also, there's some professional service, obviously, a lot of you probably will have some professional service, but I would say

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02:18:20.040 --> 02:18:30.210

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

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02:18:30.570 --> 02:18:47.400

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.

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02:18:49.620 --> 02:18:53.790

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

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02:18:54.390 --> 02:19:03.030

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

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02:19:03.420 --> 02:19:16.830

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.

782

02:19:17.310 --> 02:19:21.600

Philip H Kass: This should not be a source of stress for you, as you know, Lisa was saying.

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02:19:22.140 --> 02:19:32.160

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.

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02:19:33.060 --> 02:19:38.670

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

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02:19:41.160 --> 02:19:51.960

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.

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02:19:52.530 --> 02:20:07.920

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.

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02:20:08.730 --> 02:20:22.320

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.

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02:20:23.490 --> 02:20:40.890

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.

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02:20:41.970 --> 02:20:52.080

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

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02:20:53.040 --> 02:21:06.060

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

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02:21:07.560 --> 02:21:16.260

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.

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02:21:16.860 --> 02:21:24.180

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

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02:21:24.570 --> 02:21:34.200

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.

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02:21:35.850 --> 02:21:39.570

Lorena Oropeza: So since your PhD in most cases. Is that what you mean the stuff

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02:21:39.930 --> 02:21:44.190

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

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02:21:44.520 --> 02:21:55.140

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

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02:21:56.010 --> 02:22:02.970

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

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02:22:04.020 --> 02:22:13.350

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

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02:22:14.790 --> 02:22:24.570

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

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02:22:25.020 --> 02:22:37.350

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.

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02:22:38.370 --> 02:22:46.590

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.

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02:22:48.630 --> 02:22:59.460

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

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02:23:00.120 --> 02:23:05.190

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

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02:23:06.270 --> 02:23:16.080

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.

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02:23:16.710 --> 02:23:28.080

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

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02:23:28.770 --> 02:23:37.890

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.

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02:23:39.150 --> 02:23:39.270

Or

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02:23:40.950 --> 02:23:42.210

Lorena Oropeza: Any other questions.

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02:23:46.740 --> 02:23:49.860

Lorena Oropeza: Well, I think we should maybe say thank you to

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02:23:51.420 --> 02:23:56.490

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

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02:23:57.210 --> 02:24:03.840

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

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02:24:04.080 --> 02:24:11.370

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.

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02:24:11.700 --> 02:24:23.880

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

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02:24:25.980 --> 02:24:34.020

Lorena Oropeza: 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.

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02:24:35.280 --> 02:24:36.840

Crystal D Rogers: I think. Thank you. Yeah.

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02:24:36.930 --> 02:24:39.930

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

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02:24:39.960 --> 02:24:40.680

Lisa Tell: I thank you.

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02:24:41.280 --> 02:24:42.090

Lorena Oropeza: Good information.

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02:24:42.300 --> 02:24:42.660

Lisa Tell: There.

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02:24:42.750 --> 02:24:43.530

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

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02:24:43.800 --> 02:24:44.370

Lisa Tell: My god.

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02:24:45.210 --> 02:24:45.570

Thank you.

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02:24:46.620 --> 02:24:47.310

Thomas O'Donnell: That was awesome.

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02:24:47.910 --> 02:24:48.540

Lorena Oropeza: For all of the

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02:24:48.960 --> 02:25:03.090

Lorena Oropeza: 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

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02:25:03.150 --> 02:25:04.200

Darnel Degand: Thank you. Thank you.

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02:25:19.800 --> 02:25:21.240

Lorena Oropeza: Well, are you guys there.

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02:25:23.310 --> 02:25:24.120

Mariana Galindo-Vega: Yes.

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02:25:25.920 --> 02:25:29.700

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

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02:25:31.980 --> 02:25:32.940

Rosa Deniz: I'm here on Lord enough

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02:25:33.510 --> 02:25:34.470

Lorena Oropeza: Yeah, I just

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02:25:35.010 --> 02:25:36.810

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

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02:25:37.650 --> 02:25:44.730

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.

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02:25:45.120 --> 02:25:47.160

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

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02:25:47.250 --> 02:25:52.200

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

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02:25:53.490 --> 02:25:57.510

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

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02:25:57.930 --> 02:26:00.030

Philip H Kass: Okay, great. Well, always glad to help. Anytime.

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02:26:00.330 --> 02:26:02.520

Mariel Vazquez: Yeah centerfield. There was growth was

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02:26:02.550 --> 02:26:04.800

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

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02:26:05.700 --> 02:26:06.300

Philip H Kass: Your father

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02:26:50.850 --> 02:26:51.570

Lorena Oropeza: Oh, someone didn't

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02:26:54.210 --> 02:26:55.230

Rosa Deniz: I needed him.

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02:26:57.510 --> 02:27:00.150

Rosa Deniz: He realized that he was unmuted.

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02:27:06.060 --> 02:27:08.490

Rosa Deniz: You are not muted mode enough

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02:27:09.030 --> 02:27:12.720

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

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02:27:15.930 --> 02:27:19.350

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

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02:27:20.610 --> 02:27:21.840

Lorena Oropeza: Keyboard. Yeah.

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02:31:31.980 --> 02:31:41.670

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.

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02:31:43.440 --> 02:31:44.790

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

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02:31:45.150 --> 02:31:46.860

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

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02:31:48.510 --> 02:31:49.560

Melissa Blouin: Give her to it.

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02:42:29.010 --> 02:42:29.730

Lorena Oropeza: Everyone is

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02:42:32.790 --> 02:42:33.870

Lorena Oropeza: Coming in, bit by bit.

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02:42:37.230 --> 02:42:37.740

Yes.

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02:42:40.290 --> 02:42:43.710

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

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02:42:45.720 --> 02:42:46.770

Lorena Oropeza: And we're switching

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02:42:48.180 --> 02:42:54.660

Mariel Vazquez: Maybe wait one one minute because there's still a lot of people missing, just some people

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02:43:03.390 --> 02:43:05.070

Were 22 participants.

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02:43:33.300 --> 02:43:33.810

Lorena Oropeza: One.

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02:43:34.470 --> 02:43:36.390

Mariel Vazquez: Okay, well maybe it may be a good start.

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02:43:37.650 --> 02:43:40.560

Lorena Oropeza: Yeah, I like getting started on time. Yeah. Um,

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02:43:41.790 --> 02:43:42.300

Lorena Oropeza: So,

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02:43:42.540 --> 02:43:45.240

Lorena Oropeza: earlier this afternoon, we had, um,

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02:43:46.620 --> 02:43:48.120

Lorena Oropeza: We have a handle every day.

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02:43:49.140 --> 02:43:52.530

Lorena Oropeza: Thank you. And we have them we had

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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

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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.

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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

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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.

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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

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02:44:35.520 --> 02:44:36.450

Lorena Oropeza: We're going to have

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02:44:37.470 --> 02:44:39.960

Lorena Oropeza: Want to make sure in doing this right. It's Melissa.

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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

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02:44:49.590 --> 02:44:50.280

Melissa Blouin: Very good.

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02:44:50.940 --> 02:44:53.010

Lorena Oropeza: I actually in the little break. I said,

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02:44:53.010 --> 02:44:55.200

Lorena Oropeza: How you pronounce it well.

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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

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02:45:05.160 --> 02:45:05.790

Melissa Blouin: Thank you.

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02:45:08.160 --> 02:45:11.970

Sallie Poggi (She/Her): All right, we're gonna share a little screen. So let's

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02:45:12.060 --> 02:45:14.640

Sallie Poggi (She/Her): give this a shot. And then, Melissa, you want to take it.

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

Melissa Blouin: Away. Yeah.

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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.

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02:45:25.350 --> 02:45:26.250

Sallie Poggi (She/Her): Great.

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02:45:27.390 --> 02:45:28.350

Melissa Blouin: Excellent.

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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

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02:45:38.910 --> 02:45:39.960

Melissa Blouin: Read your BIOS

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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

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02:45:56.730 --> 02:45:59.400

Melissa Blouin: Ourselves, Sally, are you going to

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02:46:00.540 --> 02:46:01.470

Melissa Blouin: Dance. Perfect.

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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

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02:46:16.680 --> 02:46:26.520

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

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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.

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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.

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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.

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02:47:02.700 --> 02:47:07.890

Sallie Poggi (She/Her): Yeah. Hi, everyone. Um, gosh. What a pleasure to be with you all this afternoon.

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02:47:08.910 --> 02:47:15.600

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

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02:47:16.830 --> 02:47:23.940

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

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02:47:24.870 --> 02:47:35.730

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

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02:47:36.390 --> 02:47:51.510

Sallie Poggi (She/Her): The UAE social media, which is m 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

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02:47:52.350 --> 02:48:07.560

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

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02:48:08.250 --> 02:48:17.790

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.

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02:48:18.570 --> 02:48:34.590

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.

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02:48:35.940 --> 02:48:41.010

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

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02:48:43.290 --> 02:48:45.090

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

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02:48:47.190 --> 02:48:48.180

Melissa Blouin: Here we go.

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02:48:50.790 --> 02:48:59.430

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.

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02:48:59.880 --> 02:49:14.880

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.

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02:49:15.900 --> 02:49:19.050

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

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02:49:20.460 --> 02:49:28.830

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.

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02:49:33.120 --> 02:49:47.730

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.

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02:49:48.840 --> 02:49:50.730

Melissa Blouin: Who has experienced with earned media.

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02:49:51.780 --> 02:50:05.220

Melissa Blouin: Was your experience has 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

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02:50:06.810 --> 02:50:09.150

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

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02:50:10.260 --> 02:50:11.400

Melissa Blouin: For Sally to

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02:50:13.290 --> 02:50:14.370

Melissa Blouin: To look at

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02:50:16.980 --> 02:50:20.250

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

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02:50:24.180 --> 02:50:37.200

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

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02:50:37.860 --> 02:50:46.020

Melissa Blouin: And that's one of the things that you know i think is important about that is if you are there, and we have met people before who

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02:50:46.860 --> 02:51:02.610

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.

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02:51:03.750 --> 02:51:04.380

Thanks.

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02:51:05.670 --> 02:51:15.900

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

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02:51:16.950 --> 02:51:23.640

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

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02:51:24.900 --> 02:51:33.660

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

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02:51:33.930 --> 02:51:42.510

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

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02:51:43.830 --> 02:51:55.860

Melissa Blouin: 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

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02:51:56.820 --> 02:52:02.940

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

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02:52:03.990 --> 02:52:13.440

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

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02:52:14.640 --> 02:52:20.730

Melissa Blouin: We'll be talking a little bit more about that, and about audience as we move along. So, next slide please.

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02:52:23.400 --> 02:52:31.710

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.

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02:52:32.070 --> 02:52:42.150

Melissa Blouin: 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 what kind of research, it is as we think about audience. So we'll talk about that first.

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02:52:42.810 --> 02:52:51.090

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

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02:52:51.540 --> 02:53:04.830

Melissa Blouin: 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.

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02:53:05.280 --> 02:53:20.490

Melissa Blouin: 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.

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02:53:22.410 --> 02:53:23.760

Melissa Blouin: So, next slide please.

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02:53:31.260 --> 02:53:32.940

Melissa Blouin: So it used to be that we would

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02:53:34.710 --> 02:53:42.570

Melissa Blouin: 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

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02:53:43.110 --> 02:53:49.740

Melissa Blouin: 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

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02:53:50.010 --> 02:54:01.170

Melissa Blouin: 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.

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02:54:01.590 --> 02:54:18.510

Melissa Blouin: 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

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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.

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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.

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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

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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

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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

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02:55:13.110 --> 02:55:17.370

Melissa Blouin: A lot of times when we're doing scholarship. There's so much that's important to what you're doing.

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02:55:17.700 --> 02:55:26.730

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.

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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.

948

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

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02:55:43.920 --> 02:55:45.060

So, next slide please.

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02:55:48.600 --> 02:55:55.680

Melissa Blouin: So preparation and practice. We're going to, we were going to have a theoretical here, and that is that

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02:55:56.880 --> 02:56:10.140

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

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02:56:10.830 --> 02:56:21.600

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

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02:56:21.990 --> 02:56:33.840

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

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02:56:34.230 --> 02:56:44.430

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

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02:56:44.850 --> 02:56:53.700

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.

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02:56:54.240 --> 02:57:10.440

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

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02:57:11.940 --> 02:57:16.590

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

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02:57:18.510 --> 02:57:28.830

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.

959

02:57:29.670 --> 02:57:43.380

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 in an interview.

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02:57:44.340 --> 02:57:49.740

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

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02:57:52.830 --> 02:58:03.570

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

sentences.

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02:58:05.280 --> 02:58:14.940

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.

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02:58:15.270 --> 02:58:22.710

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

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02:58:23.550 --> 02:58:29.070

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

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02:58:30.060 --> 02:58:46.170

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.

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02:58:47.280 --> 02:58:54.540

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

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02:58:55.470 --> 02:59:05.550

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.

968

02:59:08.010 --> 02:59:19.170

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

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02:59:20.760 --> 02:59:32.220

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 they're going to want to have it distilled for them.

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02:59:32.550 --> 02:59:42.360

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

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02:59:42.570 --> 02:59:48.450

Melissa Blouin: Impacting results area and then we have a conclusion. And we're done. But journalist want to get right to the point.

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02:59:49.320 --> 03:00:04.290

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

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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

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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.

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03:00:23.280 --> 03:00:24.360

Melissa Blouin: Next slide please.

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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.

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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

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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

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03:00:57.420 --> 03:01:07.500

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

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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

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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

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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.

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03:01:48.960 --> 03:01:55.380

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.

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03:01:56.970 --> 03:02:04.140

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.

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03:02:04.650 --> 03:02:11.370

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,

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03:02:12.330 --> 03:02:20.520

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

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03:02:20.820 --> 03:02:30.270

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.

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03:02:31.080 --> 03:02:38.400

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

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03:02:39.030 --> 03:02:49.860

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 say it.

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03:02:50.280 --> 03:02:57.810

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.

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03:02:59.280 --> 03:03:07.320

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

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03:03:08.550 --> 03:03:19.140

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

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03:03:20.430 --> 03:03:25.740

Melissa Blouin: I'm going to talk a little bit in the next slide about what to do after you have an interview.

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03:03:28.650 --> 03:03:43.410

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.

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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

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03:03:54.090 --> 03:03:56.340

Melissa Blouin: review their stories. However,

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03:03:56.610 --> 03:04:07.830

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.

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03:04:08.160 --> 03:04:21.180

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.

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03:04:21.840 --> 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

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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.

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03:04:46.770 --> 03:04:47.520

Melissa Blouin: If you have

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03:04:48.750 --> 03:04:55.650

Melissa Blouin: Also, 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.

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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

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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.

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03:05:09.480 --> 03:05:23.310

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

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03:05:24.810 --> 03:05:30.360

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

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03:05:33.120 --> 03:05:43.230

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.

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03:05:43.980 --> 03:06:00.090

Melissa Blouin: 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.

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03:06:04.110 --> 03:06:04.800

Sallie Poggi (She/Her): Okay.

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03:06:07.050 --> 03:06:09.690

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

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03:06:10.890 --> 03:06:13.140

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

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03:06:14.520 --> 03:06:16.140

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

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03:06:17.370 --> 03:06:19.080

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

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03:06:19.560 --> 03:06:22.950

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

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03:06:23.190 --> 03:06:24.510

Sallie Poggi (She/Her): And social media.

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03:06:24.540 --> 03:06:25.590

Sallie Poggi (She/Her): Is vast it's

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03:06:25.590 --> 03:06:27.660

Sallie Poggi (She/Her): Deep so we're not going to

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03:06:28.320 --> 03:06:34.680

Sallie Poggi (She/Her): Probably get through everything. So we're just going to try to whet the appetite. Get some

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03:06:34.860 --> 03:06:40.920

Sallie Poggi (She/Her): Get some Hot Tips into your hands and then hopefully this is the start of many more conversations

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03:06:41.730 --> 03:06:56.700

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

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03:06:57.900 --> 03:07:04.770

Sallie Poggi (She/Her): You are not necessarily representing your department or speaking on behalf of the University

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03:07:06.240 --> 03:07:13.200

Sallie Poggi (She/Her): There are your words, you get to use them however you want. They are your views you get to advocate however you want.

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03:07:14.400 --> 03:07:26.520

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.

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03:07:27.060 --> 03:07:32.700

Sallie Poggi (She/Her): Because at that point you are representing more than just yourself. And there are some different kinds of

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03:07:33.300 --> 03:07:38.520

Sallie Poggi (She/Her): Things that you have to consider. So we're not going to really focus on that though a lot of the principles apply, but

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03:07:39.000 --> 03:07:53.850

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 the

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03:07:54.360 --> 03:08:11.310

Sallie Poggi (She/Her): The causes that they feel are just in a way that they feel represents themselves and their, 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

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03:08:12.690 --> 03:08:18.270

Sallie Poggi (She/Her): How to kind of set that separation and that is really just freedom for you.

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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.

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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

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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.

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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.

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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.

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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

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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

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03:09:44.730 --> 03:09:53.460

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.

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03:09:53.850 --> 03:10:01.410

Sallie Poggi (She/Her): And I can tell you there's certain people who are out there that are gaming the system. And so we want to make sure that everybody feels empowered.

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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

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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.

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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.

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

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

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

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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

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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.

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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.

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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.

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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

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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

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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.

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03:12:20.070 --> 03:12:21.360

Sallie Poggi (She/Her): sort through that because

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03:12:22.170 --> 03:12:40.350

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

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03:12:41.670 --> 03:12:50.730

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.

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03:12:51.930 --> 03:13:02.940

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.

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03:13:04.110 --> 03:13:18.120

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.

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03:13:19.140 --> 03:13:23.670

Sallie Poggi (She/Her): And she's on slate. I mean, she's everywhere now. So she even has her own podcast, so

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03:13:24.720 --> 03:13:31.530

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.

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03:13:32.790 --> 03:13:36.510

Sallie Poggi (She/Her): So are there risks to using social media.

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03:13:37.680 --> 03:13:41.910

Sallie Poggi (She/Her): Of course, and we would be remiss not to mention these

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03:13:43.050 --> 03:13:48.270

Sallie Poggi (She/Her): There can be especially for women unwanted sexual advances and

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03:13:49.440 --> 03:13:53.460

Sallie Poggi (She/Her): It's happened it's happened to people here there are ways to deal with it.

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03:13:54.690 --> 03:13:57.270

Sallie Poggi (She/Her): Trolling and bullying definitely happen.

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03:13:58.350 --> 03:14:06.240

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

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03:14:07.080 --> 03:14:18.270

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.

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03:14:19.650 --> 03:14:28.290

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

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03:14:29.100 --> 03:14:35.910

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

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03:14:36.780 --> 03:14:46.260

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

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03:14:47.460 --> 03:14:51.360

Sallie Poggi (She/Her): Can be addictive time stuck. There's no guarantee of success.

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03:14:52.260 --> 03:15:04.020

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

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03:15:04.650 --> 03:15:17.940

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.

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03:15:19.170 --> 03:15:21.990

Sallie Poggi (She/Her): I hope that never happens to anybody, but we want you to know that.

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03:15:23.070 --> 03:15:24.480

Sallie Poggi (She/Her): If it does, we're here for you.

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03:15:25.710 --> 03:15:31.470

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.

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03:15:32.430 --> 03:15:41.160

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.

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03:15:42.000 --> 03:15:51.750

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

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03:15:52.170 --> 03:15:56.370

Sallie Poggi (She/Her): seeing what's out there online. And we're going to talk a little bit more about that in a second.

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03:15:57.240 --> 03:16:07.110

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.

1078

03:16:07.380 --> 03:16:14.310

Sallie Poggi (She/Her): Reacting talking to people building relationships and building support networks. That's really where the magic sauce come them.

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03:16:15.450 --> 03:16:26.040

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

1080

03:16:26.880 --> 03:16:34.590

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

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03:16:34.920 --> 03:16:45.720

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

1082

03:16:47.070 --> 03:16:57.750

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.

1083

03:17:00.060 --> 03:17:04.470

Sallie Poggi (She/Her): So remember, this takes time and efforts in the morning, put in the more you're going to get out.

1084

03:17:06.060 --> 03:17:24.540

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

1085

03:17:25.560 --> 03:17:38.190

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.

1086

03:17:39.300 --> 03:17:50.460

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.

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03:17:51.000 --> 03:17:56.070

Sallie Poggi (She/Her): But the other thing is just searching natively within the platforms. So that means

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03:17:56.460 --> 03:18:06.960

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

1089

03:18:07.530 --> 03:18:16.800

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

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03:18:17.400 --> 03:18:28.950

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

1091

03:18:29.490 --> 03:18:36.210

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

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03:18:36.750 --> 03:18:45.180

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.

1093

03:18:45.510 --> 03:18:55.110

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

1094

03:18:56.280 --> 03:19:06.150

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.

1095

03:19:08.130 --> 03:19:20.970

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,

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03:19:22.350 --> 03:19:32.280

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

1097

03:19:32.700 --> 03:19:42.090

Sallie Poggi (She/Her): 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.

1098

03:19:42.720 --> 03:20:02.340

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.

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03:20:03.360 --> 03:20:12.960

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

1100

03:20:14.220 --> 03:20:25.890

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

1101

03:20:26.910 --> 03:20:31.410

Sallie Poggi (She/Her): I love Professor hills, because she has this

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03:20:32.130 --> 03:20:41.370

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

1103

03:20:41.670 --> 03:20:49.860

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.

1104

03:20:51.450 --> 03:21:03.060

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.

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03:21:04.920 --> 03:21:15.780

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.

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03:21:18.240 --> 03:21:33.960

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

every

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03:21:34.500 --> 03:21:39.900

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

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03:21:40.320 --> 03:21:51.840

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.

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03:21:52.470 --> 03:22:05.580

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.

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03:22:06.960 --> 03:22:19.920

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.

1111

03:22:21.150 --> 03:22:26.970

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.

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03:22:29.670 --> 03:22:41.760

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.

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03:22:42.420 --> 03:22:53.130

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

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03:22:54.210 --> 03:23:07.380

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.

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03:23:07.800 --> 03:23:15.600

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

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03:23:15.900 --> 03:23:26.340

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

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03:23:28.560 --> 03:23:41.940

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

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03:23:42.570 --> 03:23:50.790

Sallie Poggi (She/Her): Like the nice slave kind of getting, you know, kind of quieting somebody if you want to blocking users does exactly what you'd expect it to.

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03:23:51.150 --> 03:24:00.390

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.

1120

03:24:01.140 --> 03:24:10.650

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

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03:24:11.130 --> 03:24:22.770

Sallie Poggi (She/Her): I can send you some links afterwards. And it's just been there's long list of handles that have been identified as bots or hate, hate,

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03:24:23.370 --> 03:24:37.680

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

1123

03:24:40.380 --> 03:24:49.050

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

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03:24:49.650 --> 03:24:56.250

Sallie Poggi (She/Her): Also follow UC Davis. We're part of your support network. And there was a huge amount of people here on campus.

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03:24:56.550 --> 03:25:10.500

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.

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03:25:11.670 --> 03:25:21.480

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

1127

03:25:21.870 --> 03:25:29.160

Sallie Poggi (She/Her): Just make sure you know who it is online that it's a real person that you're connecting with and sharing

1128

03:25:31.020 --> 03:25:46.230

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.

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03:25:48.750 --> 03:26:01.050

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

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03:26:01.590 --> 03:26:10.110

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.

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03:26:10.500 --> 03:26:22.740

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.

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03:26:24.840 --> 03:26:28.800

Sallie Poggi (She/Her): Which talk about some hashtags and

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03:26:30.090 --> 03:26:44.820

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

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03:26:46.320 --> 03:26:56.700

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.

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03:26:59.400 --> 03:27:07.620

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.

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03:27:09.090 --> 03:27:19.230

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

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03:27:19.950 --> 03:27:29.070

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.

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03:27:30.090 --> 03:27:48.750

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.

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03:27:50.250 --> 03:28:03.840

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

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03:28:04.230 --> 03:28:19.410

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.

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03:28:20.550 --> 03:28:28.830

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.

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03:28:29.820 --> 03:28:41.700

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.

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03:28:42.870 --> 03:28:48.990

Sallie Poggi (She/Her): And offer your expertise to give color and current events help students. There's so many

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03:28:50.040 --> 03:29:00.030

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

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03:29:00.720 --> 03:29:10.890

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

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03:29:11.340 --> 03:29:21.510

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.

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03:29:22.440 --> 03:29:30.750

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

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03:29:31.200 --> 03:29:39.150

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.

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03:29:39.690 --> 03:29:53.010

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.

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03:29:53.340 --> 03:30:04.290

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.

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03:30:06.570 --> 03:30:15.510

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

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03:30:16.020 --> 03:30:24.300

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

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03:30:24.720 --> 03:30:32.970

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.

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03:30:34.560 --> 03:30:47.490

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

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03:30:48.360 --> 03:31:01.350

Sallie Poggi (She/Her): 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

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03:31:02.370 --> 03:31:07.770

Sallie Poggi (She/Her): 2017 right around where there was like marches for science.

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03:31:08.970 --> 03:31:19.710

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.

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03:31:20.160 --> 03:31:29.940

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

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03:31:30.390 --> 03:31:45.300

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

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03:31:46.470 --> 03:31:58.860

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

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03:31:59.130 --> 03:32:10.590

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

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03:32:10.950 --> 03:32:18.540

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

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03:32:19.260 --> 03:32:24.480

Sallie Poggi (She/Her): Series of stories or you can break it apart into little snack bites, but feel free to be creative.

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03:32:25.350 --> 03:32:35.640

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

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03:32:36.060 --> 03:32:44.400

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

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03:32:45.000 --> 03:32:58.380

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.

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03:33:00.420 --> 03:33:11.550

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

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03:33:11.580 --> 03:33:13.020

Sallie Poggi (She/Her): Communicators training.

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03:33:13.710 --> 03:33:17.520

Sallie Poggi (She/Her): That we do every month. It is how many hours.

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03:33:18.120 --> 03:33:20.130

Melissa Blouin: Four hours. It's a four hour training.

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03:33:21.750 --> 03:33:32.640

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.

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03:33:33.360 --> 03:33:43.230

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

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03:33:44.040 --> 03:33:55.740

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.

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03:33:57.900 --> 03:34:01.200

Sallie Poggi (She/Her): So we have 10 minutes for questions.

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03:34:02.940 --> 03:34:10.260

Lorena Oropeza: Before we get the question, started, I just wanted to say thank you very much. That was incredibly enlightening and

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03:34:11.940 --> 03:34:16.200

Lorena Oropeza: There's room for a lot more learning that's for sure there any questions from the group.

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03:34:20.580 --> 03:34:21.480

Lorena Oropeza: Some thank yous.

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03:34:24.060 --> 03:34:27.870

Sallie Poggi (She/Her): I know it's a lot to like pack in but we hope.

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03:34:29.130 --> 03:34:37.440

Sallie Poggi (She/Her): That you will consider some of the longer trainings. Um, we hope to see you online.

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03:34:37.920 --> 03:34:49.500

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.

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03:34:50.970 --> 03:34:56.190

Lorena Oropeza: I mean, it seems like the platform's change in popularity and porn. So I'm just

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03:34:58.080 --> 03:34:58.380

Lorena Oropeza: And you

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03:34:58.830 --> 03:35:09.600

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.

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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

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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.

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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

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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.

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03:35:50.370 --> 03:35:54.360

Lorena Oropeza: Thank you. So, Kimberly asked you ask you also about Instagram.

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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.

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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

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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

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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.

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03:36:27.720 --> 03:36:28.200

Lorena Oropeza: Yeah.

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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.

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03:36:39.450 --> 03:36:41.820

Lorena Oropeza: Yeah, you know, we can get. That's, I think,

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03:36:42.150 --> 03:36:51.930

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.

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03:36:53.400 --> 03:37:05.790

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

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03:37:08.130 --> 03:37:19.920

Sallie Poggi (She/Her): 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.

1199

03:37:20.430 --> 03:37:28.800

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

1200

03:37:29.190 --> 03:37:45.930

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.

1201

03:37:47.700 --> 03:37:55.500

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

1202

03:37:56.190 --> 03:38:13.230

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.

1203

03:38:14.250 --> 03:38:20.340

Sallie Poggi (She/Her): We have trainings, we have a community of about 130 people here on campus who do this.

1204

03:38:21.480 --> 03:38:32.340

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

1205

03:38:32.880 --> 03:38:46.290

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.

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03:38:47.400 --> 03:38:49.860

Sallie Poggi (She/Her): Um, can I go back to the Instagram question.

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03:38:50.940 --> 03:38:57.570

Sallie Poggi (She/Her): I think Instagram is where it's at. Personally, I think there's so much potential

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03:38:58.080 --> 03:39:06.570

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.

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03:39:07.440 --> 03:39:15.480

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.

1210

03:39:16.140 --> 03:39:33.270

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.

1211

03:39:36.240 --> 03:39:36.510

Yeah.

1212

03:39:38.580 --> 03:39:51.540

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.

1213

03:39:52.320 --> 03:39:58.380

Melissa Blouin: That's, that's not an uncommon, especially for local TV stations, um,

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03:39:59.220 --> 03:40:03.960

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.

1215

03:40:04.260 --> 03:40:17.310

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

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03:40:17.820 --> 03:40:25.980

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.

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03:40:26.880 --> 03:40:41.190

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

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03:40:43.560 --> 03:40:49.680

Melissa Blouin: You know, we, uh, we might say, we just can't find somebody in that period of time, but if

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03:40:50.250 --> 03:40:57.270

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

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03:40:58.050 --> 03:41:07.050

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

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03:41:07.830 --> 03:41:28.320

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.

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03:41:30.000 --> 03:41:34.290

Lorena Oropeza: Yeah. Yeah. Any other questions.

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03:41:38.580 --> 03:41:43.110

Lorena Oropeza: Yeah, I just want to thank you again for all of your help. I'm

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03:41:44.130 --> 03:41:59.130

Lorena Oropeza: 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.

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03:41:59.700 --> 03:42:06.660

Lorena Oropeza: But it's a loan from cancer and then Maria Vasquez from campus. Do you want to have your closing remarks, can I pass it over to the two of you.

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03:42:08.940 --> 03:42:17.430

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.

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03:42:17.880 --> 03:42:19.980

Lorena Oropeza: Thank you. Thank you.

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03:42:20.820 --> 03:42:21.690

Sallie Poggi (She/Her): Hi everyone.

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03:42:24.630 --> 03:42:27.060

Lorena Oropeza: I'm actually not clear what was more for me.

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03:42:28.830 --> 03:42:36.900

Lorena Oropeza: Intimidating that academic affairs, even though I've gone through all those hoops. It's all like very liberal media.

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03:42:39.600 --> 03:42:43.140

Lorena Oropeza: Kimberly. I didn't have any closing remarks. Can you hear me.

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03:42:43.950 --> 03:42:44.430

Yes.

1233

03:42:46.020 --> 03:42:54.000

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.

1234

03:42:55.980 --> 03:42:56.520

Kimberly Nettles-Barcelon (she/her): In the picture.

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03:43:01.470 --> 03:43:03.540

Kimberly Nettles-Barcelon (she/her): I'll see you all tomorrow.

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03:43:05.100 --> 03:43:16.140

Mariel Vazquez: Yes, no, absolutely. So we're, 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

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03:43:16.800 --> 03:43:27.090

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

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03:43:27.930 --> 03:43:36.300

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

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03:43:37.230 --> 03:43:45.360

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

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03:43:45.720 --> 03:43:57.180

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.

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03:43:58.200 --> 03:44:07.680

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.

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03:44:08.160 --> 03:44:28.050

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.

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03:44:29.520 --> 03:44:35.340

Mariel Vazquez: And tomorrow, we have a similar day today. So there is going to be

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03:44:36.420 --> 03:44:44.790

Mariel Vazquez: Larger session devoted to the Office of Research. So, as we all know, research is a very important component that we're

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03:44:45.540 --> 03:44:55.260

Mariel Vazquez: 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

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03:44:55.680 --> 03:45:04.170

Mariel Vazquez: There and then a shorter session, an hour long from global affairs and global affairs deals with international students with

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03:45:04.620 --> 03:45:16.410

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

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03:45:17.040 --> 03:45:25.560

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

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03:45:25.830 --> 03:45:29.280

Mariel Vazquez: Fashion and go, well, I guess we're already home but

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03:45:30.660 --> 03:45:31.200

Lorena Oropeza: The screen.

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03:45:32.100 --> 03:45:34.680

Mariel Vazquez: So any anyone has any comments.

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03:45:38.640 --> 03:45:43.710

Lorena Oropeza: I think, I think it was a successful first day, they want to thank you for your patience and

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03:45:44.910 --> 03:45:52.740

Lorena Oropeza: 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.

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03:45:53.100 --> 03:46:00.270

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

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03:46:04.020 --> 03:46:08.250

Thomas O'Donnell: I'm going to send an email just as soon as we're done here.

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03:46:08.910 --> 03:46:19.530

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.

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03:46:20.070 --> 03:46:36.930

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

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03:46:37.950 --> 03:46:38.160

Lorena Oropeza: Yeah.

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03:46:39.900 --> 03:46:40.590

Lorena Oropeza: Best up

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03:46:44.940 --> 03:46:45.510

Lorena Oropeza: Okay.

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03:46:47.430 --> 03:46:51.540

Lorena Oropeza: Yeah, buddy. Are you. You think I think I'm pretty good.

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03:46:51.630 --> 03:46:52.830

Mariel Vazquez: I think you're waiting for it.

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03:46:52.920 --> 03:46:56.490

Mariel Vazquez: Yeah, I have a suggestion for tomorrow.

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03:46:57.690 --> 03:47:05.700

Marisel Vazquez: And let's see what what the others think so when when they were in breakout rooms or during the break, maybe

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03:47:07.350 --> 03:47:15.210

Marisel 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.

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03:47:15.720 --> 03:47:16.770

Lorena Oropeza: Yeah, that's what I was thinking.

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03:47:17.070 --> 03:47:25.350

Marisel 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.

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03:47:26.670 --> 03:47:28.650

Marisel Vazquez: But if some of us want to talk

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03:47:29.910 --> 03:47:32.580

Marisel Vazquez: We could just move to a breakout room or something like that.

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03:47:34.470 --> 03:47:45.780

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.

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03:47:48.330 --> 03:47:52.980

Rosa Deniz: Should I just do it now, just know that it's

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03:47:53.370 --> 03:47:54.540

Marisel Vazquez: I mean as far as who

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03:47:54.900 --> 03:48:02.250

Marisel 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.

1274

03:48:03.390 --> 03:48:19.470

Marisel 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

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03:48:19.470 --> 03:48:21.330

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

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03:48:47.820 --> 03:48:51.570

Rosa Deniz: We worked it out somehow. I guess he was just listening.

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03:48:52.590 --> 03:49:04.050

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

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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

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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.

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03:49:47.070 --> 03:49:48.780

Mariel Vazquez: Okay, okay. Yeah. So I think that's

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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.

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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

1288

03:50:14.790 --> 03:50:18.570

Marisel Vazquez: After the session and it would be good to not do it in front of everyone else.

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03:50:18.630 --> 03:50:21.900

Marisel Vazquez: And they're good to tell the others. You can stay on the call.

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03:50:22.650 --> 03:50:26.910

Marisel Vazquez: Just come back in 15 minutes but you need to disconnect and come back.

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03:50:28.410 --> 03:50:36.660

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

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03:50:38.310 --> 03:50:38.820

Rosa Deniz: Jordan.

1293

03:50:39.060 --> 03:50:41.760

Marisel Vazquez: Then the other thing I thought would be helpful is

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03:50:42.780 --> 03:50:57.330

Marisel 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.

1295

03:51:00.180 --> 03:51:02.970

Marisel Vazquez: What do you think, what do you think the best way is

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03:51:03.720 --> 03:51:10.470

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

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03:51:12.030 --> 03:51:13.260

Lorena Oropeza: When you point. I'm sorry, mighty

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03:51:14.130 --> 03:51:16.800

Marisel Vazquez: On your point about the know

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03:51:17.820 --> 03:51:18.570

Marisel Vazquez: I'm tired.

1300

03:51:20.670 --> 03:51:22.290

Mariel Vazquez: Monday, but it's been a long week

1301

03:51:25.170 --> 03:51:27.030

Lorena Oropeza: Yeah. So what is your point. I'm sorry.

1302

03:51:27.150 --> 03:51:39.240

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

1303

03:51:39.930 --> 03:51:59.010

Mariel Vazquez: 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.

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03:51:59.340 --> 03:52:03.240

Lorena Oropeza: That was definitely on top of them because I thought I was the person who was

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03:52:04.680 --> 03:52:07.320

Rosa Deniz: gonna introduce the next person that it was still 20 was a DJ.

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03:52:09.720 --> 03:52:10.140

Mariel Vazquez: DJ

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03:52:10.380 --> 03:52:15.960

Lorena Oropeza: I can turn it over to Tom. Tom, will you please monitor the chat. I can do that. Yeah, yeah.

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03:52:16.410 --> 03:52:17.880

Mariel Vazquez: I mean, I think it's mainly

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03:52:19.230 --> 03:52:27.840

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

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03:52:28.500 --> 03:52:32.910

Mariel Vazquez: The grand rounds on Friday from the Office of Research that are Corbett related

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03:52:33.210 --> 03:52:45.510

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.

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03:52:46.260 --> 03:52:55.950

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 you could continue doing this and then

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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

1314

03:53:08.400 --> 03:53:10.530

Yeah yeah I'm

1315

03:53:12.510 --> 03:53:15.660

Still being recorded. Which is funny. This is the decompression portion

1316

03:53:17.010 --> 03:53:17.940

Mariel Vazquez: To stop recording

1317

03:53:19.740 --> 03:53:22.650

Recording because this is not helpful to anyone but us. Yeah.