NEW FACULTY ORIENTATION
Monday, August 24, 2020

AGENDA

8:40 AM Welcome & Introduction
Tania Hatfield, Vice Provost for the Faculty
8:45 AM Getting Started with your Career
Tania Hatfield, Vice Provost for the Faculty

9:00 AM Faculty Panel
Enhancements, Professor, School of Engineering
Diana Zinn, Professor, School of Applied Math
Dale Sturgeon, Assistant Professor, School of Social Sciences, and Arts

9:45 AM Introduction to Academic Senate
Rishi Desai, Chair of the Academic Senate

10:15 AM BREAK

10:45 AM Research Administration
Marjorie Zoto, Interim Vice Chancellor for Research and Economic Development

10:45 AM Student Affairs/Graduate Studies/Undergraduate Education
Charles Hino, Vice Chancellor for Student Affairs
Chris Stello, Interim Vice Provost and Dean of Graduate Education
Sarah Frey, Vice Provost and Dean for Undergraduate Education

11:15 AM Student Life/Well Accommodations
Michael Samuels, Director of Compliance

11:30 AM Diversity, Equity and Inclusion
Dana Yavor, Associate Chancellor & Chief Diversity Officer

12:00 PM Remote Lunch with Chancellor (Jean Sanchez-Matera)

1:00 PM Best Practices with Remote Instruction
Denise Harris, Associate Vice Provost & Dean for Instructional Technology

1:30 PM Canvas Workshop
WELCOME & INTRODUCTIONS

Teenie Matlock, Vice Provost for the Faculty
Zulema Valdez, Associate Vice Provost for the Faculty
Kelly Anders, Assistant Vice Provost for Academic Personnel
Gregg Camfield, Executive Vice Chancellor and Provost

GETTING STARTED WITH YOUR CAREER

Teenie Matlock, Vice Provost for the Faculty
Academic Personnel Office

Teenie Matlock, Vice Provost for the Faculty
Zulema Valdez, Associate Vice Provost for the Faculty
Kelly Anders, Assistant Vice Provost for Academic Personnel

Oversee and manage all academic personnel processes, policies, and guidelines for all academic appointees
Serve as “reference librarians” for academic personnel matters
Process accommodations, such as leaves
Initiate, promote, and host events for faculty, e.g., how to prepare for tenure, best practices in leadership, how to review AP actions, eliminating implicit bias, conflict management, etc.
Lead or consult on many DEI initiatives
Manage or consult on conflicts and complaints involving faculty
Establish new initiatives and opportunities to help faculty excel
Initiate award and mentoring opportunities and programs for faculty
Research faculty career advancement and trends

academicpersonnel@ucmerced.edu

8/24/20
2005
30 Senate faculty
600 Undergraduate students
3-4 Graduate students
Advice to new assistant professors

Aim for excellence in research, teaching, service, and DEI

Read and know APM 210-1-d on advancement in UC

Build connections on campus, at other UCs, and in your field

Speak up in faculty meetings

Have good mentors (one not enough)

Maintain a life outside UC Merced
**EVENTS FOR EARLY CAREER FACULTY**

<table>
<thead>
<tr>
<th>Event</th>
<th>Dates</th>
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<tbody>
<tr>
<td>On the Path to Tenure: Getting started</td>
<td>Aug 11, 18</td>
</tr>
<tr>
<td>New Faculty Orientation</td>
<td>Aug 24, 8:45-2:30</td>
</tr>
<tr>
<td>On the Path to Success: Q&amp;A w. CAP, VPF, APO</td>
<td>Sept 10, Noon, 1:00</td>
</tr>
<tr>
<td>On the Path to Success: Managing work during COVID-19</td>
<td>Aug 17, 18, 20, Noon</td>
</tr>
<tr>
<td>Coffee Hour w. VPF &amp; AVPF</td>
<td>Sept 8 (10:00), Oct 6(1:00), Nov 3(10:00)</td>
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<tr>
<td>On the Path to Tenure: Self-Statement Writing Workshops</td>
<td>Spring 2021, TBD</td>
</tr>
</tbody>
</table>
FACULTY PANEL

Sarah Kurtz, Professor, School of Engineering
Arnold D. Kim, Professor, School of Natural Sciences
Dalia Magaña, Assistant Professor, School of Social Sciences, Humanities and Arts
INTRODUCTION TO ACADEMIC SENATE

Robin DeLugan, Chair of the Academic Senate

Overview of the Academic Senate

ROBIN DELUGAN, CHAIR, ACADEMIC SENATE, ASSOCIATE PROFESSOR, ANTHROPOLOGY
NEW FACULTY ORIENTATION, AUGUST 24, 2020
The University of California’s system of shared governance—and thus the structure and function of the Academic Senate—is unusual, if not unique.

Outcomes: Check Your Knowledge

By the end of this session, you should be able to
1. Describe what the Academic Senate is
2. Describe the Senate’s role in campus and university governance
3. Know how to contact the Senate
UC Board of Regents Bylaw 40.1

Bylaw 40.1 delegates the following powers and authorities to the faculty of the UC via the Academic Senate:

- Determine the admissions criteria
- Determine degree requirements
- Authorize and supervise all courses, curricula, and academic programs
- Advise the administration on faculty appointments and promotions
- Advise the administration on budget and financial planning

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Premise

The university is most successful when decisions, regarding both policy and planning, are informed by the expertise and experience of faculty.
Senate Membership & Structure to Execute Bylaw 40.1

- All UC faculty and specified administrators are members of one Academic Senate
- Faculty and administrators of each campus constitute a Division of this Senate
- UC’s Academic Senate is led by systemwide chair to whom each divisional chair reports

UC Governance

Administrators and faculty govern together through separate, and materially different, organizational structures.
Senate Membership & Structure to Execute Bylaw 40.1

- All ladder-rank faculty and Teaching Professors (LP/SOE) are members
- Senate is organized into committees
- Both systemwide and divisional committees
- Committees’ memberships are ideally broadly representative to promote recommendations that are informed by, and representative of, the faculty experience
- Committee charges reflect Regentally bestowed responsibilities
- Committee charges are outlined in systemwide and division-specific bylaws

### Example Committees & Their Charges

<table>
<thead>
<tr>
<th>Division Committee</th>
<th>Charge</th>
<th>Corresponding Systemwide Committee</th>
</tr>
</thead>
<tbody>
<tr>
<td>Undergraduate Council (UGC)</td>
<td>Approves and oversees all undergraduate programs and courses; sets all undergraduate education policy in the Division</td>
<td>University Committee on Education Policy Committee (UCEP)*</td>
</tr>
<tr>
<td>Graduate Council (GC)</td>
<td>Approves and oversees all graduate programs and courses; sets all graduate education policy in the Division</td>
<td>Coordinating Committee on Graduate Affairs (CCGA)</td>
</tr>
<tr>
<td>Committee on Academic Planning and Resource Allocation (CAPRA)</td>
<td>Advises the administration on resources</td>
<td>University Committee on Planning and Budget (UCPB)</td>
</tr>
<tr>
<td>Committee on Academic Personnel (CAP)</td>
<td>Advises the provost on faculty appointments and promotions</td>
<td>University Committee on Academic Personnel (UCAP)</td>
</tr>
<tr>
<td>Committee on Research</td>
<td>Advises the administration on all matters pertaining to research in the Division.</td>
<td>University Committee on Research Policy (UCORP)</td>
</tr>
</tbody>
</table>

* Also the University Committee on International Education (UCIE), the University Committee on Preparatory Education (UCOPE), and the Board of Admissions and Relations with Schools (BOARS)
Merced Division: Councils and Committees

**Teaching/Education**
- Undergraduate Council (UGC)
- Graduate Council (GC)

**Research/Scholarship**
- Committee on Academic Personnel (CAP)
- Committee on Research (COR)
- Library and Scholarly Communications Committee (LASC)

**Budget Planning & Resources**
- Committee on Academic Planning and Resource Allocation (CAPRA)

**Senate Service/Outreach**
- Committee on Committees (CoC)

**Admissions**
- Admissions and Financial Aid Committee (AFAC)

**Faculty Interests and Rights**
- Committee on Faculty Welfare and Academic Freedom (FWAF)
- Committee for Diversity and Equity (D&E)
- Committee on Privilege and Tenure (P&T)
- Committee on Rules and Elections (CRE)

[http://www.senate.ucmerced.edu/committees](http://www.senate.ucmerced.edu/committees)

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Merced Division: Councils and Committees

**Divisional Council (DivCo)**
- Executive Committee of the Merced Division
- Members:
  - Chairs of the standing committees of the Senate
  - 3 at-large members
Senate Structure Extends to Schools

Each school has an Executive Committee that advises the Dean on the administration of the School as outlined in each school’s bylaws.

For bylaws, visit http://senate.ucmerced.edu/node/118

2020-2021 Senate Leadership

Robin DeLugan, Chair
LeRoy Westerling, Vice Chair
Hrant Hratchian, GC Chair
Matthew Hibbing, UGC Chair
Abbas Ghassemi, AFAC Chair
Erin Hestir, At-large Member
Jessica Trounstoine, At-large Member
Justin Yeakel, At-large Member

Jesus Sandoval-Hernandez, D&E Chair
Carolin Frank, PWAF Chair
Christopher Viney, CRE Chair

Patti LiWang, CAPRA Chair
TBD, CoC Chair

Lin Tian, P & T Chair
Susan Amussen, Chair, SSHA
Executive Committee
Catherine Keske, Chair, SoE
Executive Committee
Harish Bhat, Chair, SNS
Executive Committee
Senate Office Staff

- Fatima Paul, Executive Director
- Simrin Takhar, Principal Analyst
- Naoko Kada, Senior Analyst
- Melanie Snyder, Senate Analyst
- One staff vacancy

Visit Senate.ucmerced.edu for information on mission of the office, and committees each analyst supports.

School Executive Committee Support Staff

- Christine Howe, SSHA
- Whitney Williams, SNS
- Heather Gerety, SoE
Senate Service

The Academic Senate is an important part of faculty life at UC Merced. The Senate provides opportunities for service in the shared governance of the university, recognizes faculty for service and achievement, and keeps senate service records for all faculty and emeriti.

If you would like to volunteer to service, please remember to indicate your committee preference when responding to the annual Senate service survey.

Meetings of the Merced Division

The Merced Division of the Academic Senate holds two regular meetings each academic year, one in the Fall term and the other in the Spring term when the Divisional Council presents its State of the Campus Message.

All Senate Faculty, the Chancellor, and the EVC/Provost are invited to attend.

Winners of the Senate and Non-Senate Faculty Awards are announced during the Spring meeting of the Division.
Questions?
• Senate.ucmerced.edu
• senatechair@ucmerced.edu
• Senateoffice@ucmerced.edu
• Executive Director, Fatima Paul, fpaul@ucmerced.edu

COMMUNITY ENGAGED RESEARCH
UC Merced Community Engagement Center

Logistics & Support:
Connecting Campus Partners and Community Partners,
Outreach, Orientation, Training & Facilitation,
Forms, Waivers & Transportation

Community Based Research

Community Based Learning

Student support

cec.ucmerced.edu
KL 190
engagedresearch@ucmerced.edu

Resource Center for Community Engaged Scholarship (ReCCES)

recces.ucmerced.edu

Coming Soon... Please join

Faculty Community-Engaged Research Mailing List
BREAK

UNIVERSITY OF CALIFORNIA
MERCED
OFFICE OF THE VICE PROVOST
FOR THE FACULTY

Marjorie Zatz, Interim Vice Chancellor for Research and Economic Development
Office of Research & Econ Development
New Faculty Orientation
Marjorie S. Zatz
August 24, 2020

Major Parts to the Office

- **Research development** — helps develop proposals, esp. for new faculty & large projects
- **Sponsored projects** — proposal preparation & submission
- **Contracts & grants management** — awards management
- **Organized research units** — SNRI, HSRI + CITRIS and Community & Labor Center
- **Economic development** — IP/tech transfer, venture lab, small business development center
- **Research compliance** — animal & human subjects, vet, foreign influence, research integrity
- **Core facilities** —
- **Agriculture & Natural Reserves, Ag Specialists**
- **Natural Reserves System** —
Core Facilities

- Biosafety Laboratory III (BSL3)
- Dept. of Animal Research Services (DARS)
- Environmental Analytical Laboratory (EAL)
- Imaging & Microscopy Facility (IMF)
- Natural Reserve System (NRS) – Merced Vernal Pools & Grassland Reserve, SCICON Field Station (Tulare), Yosemite Field Station (Wawona), Sequoia Field Station
- Stable Isotope Laboratory (SIELO)
- Stem Cell Instrumentation Foundry (SCIF)

On the path to R1...
Baseline Data – % Awards by Sponsor Type - FY2020

Baseline Data – % Award Funds by Sponsor Type - FY2020
Some tools and resources to help you...

Faculty toolbox: https://research.ucmerced.edu/faculty-toolbox

Faculty Strategic Initiatives – grant writing support
DC trip (2nd year faculty)
We work closely with the Senate Committee on Research
I am also establishing a Faculty Advisory Committee

Questions?

Contact me anytime –

Marjorie S. Zatz
Interim Vice Chancellor for Research & Economic Development
mzatz@ucmerced.edu
Welcome and Overview of Graduate Studies at UC Merced

Chris Kello
Vice Provost and Graduate Dean
Graduate Division Services

Recruitment and Retention
Admissions & Academic Services
Financial Support
- TA/GSR
- Internal & External Fellowships

Professional Development
- Fall seminar series & one-credit course
- GradEXCEL Peer Mentorship Program
- Writing & Statistical Tutoring
- Summer Bridge Program
- Dissertation Bootcamp
- Fellowship Writing
- GradSlam Competition

SSB 310
graduatedivision.ucmerced.edu

Graduate Groups

School of Engineering
- BioEngineering
- Materials & Biomaterials Science & Engineering
- Electrical Engineering and Computer Science
- Environmental Systems
- Mechanical Engineering
- Management of Innovation, Sustainability and Technology (MIST)

School of Natural Sciences
- Applied Mathematics
- Chemistry and Chemical Biology
- Physics
- Quantitative and Systems Biology
Graduate Groups

School of Social Sciences, Humanities and Arts
Cognitive and Information Sciences
Economics
Interdisciplinary Humanities
Political Science
Psychological Sciences
Public Health
Sociology

Becoming a Faculty Advisor

You can be in more than one grad group, although most faculty have a primary group affiliation

Ask your faculty peers for advice and mentorship, for example:

 País How many PhD students should you advise on average? 
 País How does recruiting students work? How do you become an advisor? 
 País How are PhD students supported in your group? 
 País How is the graduate program structured in terms of courses, advancing to candidacy, qualifying exam, dissertation, etc.? 
 País What does normative progress look like for the PhD/Masters degree? 
 País What are the graduate policies and procedures for the group and campus?
Building & maintaining successful advisor-advisee relationships

- Clarifying and aligning expectations (this is a process)
  - What type of advising relationship will this be?
  - How often should you meet? Communicate? How so?
- Document communications and expectations so they are clear and can be referred to later as needed
- Remember that most graduate students will not become professors. Adjust expectations accordingly!
- Your success and your advisee’s success should be aligned
  - Graduate mentorship may be an important part of your promotion and tenure—check with your peers

Some ways we can help you

- Professional development programming for your students
- Support for graduate student training grants
- Support for fellowship, dissertation, postdoc proposal writing
- When you put graduate students on grants, we cover nonresident tuition and, if grant has full indirect, 25% of resident tuition!
- Maria Nishanian is our graduate academic counselor who can work with you and your students if issues arise
General Resources

The Graduate Policies & Procedures Handbook
Graduate Student's Rights & Responsibilities
Mentoring Guidelines
And other links on the Faculty Resources http://graduatedivision.ucmerced.edu and the Grad Resource Center tabs http://graduatedivision.ucmerced.edu/GRC
A Mentoring Guide for Faculty: Race and ethnicity
A Guide to Quality Mentoring
- University of Washington

Contact Information

Graduate Division
Location: SSB 310
Office Hours: 8:00 a.m. - 5:00 p.m.
Website: http://graduatedivision.ucmerced.edu/
Email: ckello@ucmerced.edu
Facebook: facebook.com/ucmgraddiv
Twitter: twitter.com/ucmgraddiv
EEO/AA/Title IX Accommodations

Michael Salvador, Director of Compliance

Equal Employment Opportunity & Title IX

New Faculty Orientation
Fall 2020
Our Staff

Our Staff:
▷ Michael Salvador, Director & Title IX Officer
  ○ msalvador2@ucmerced.edu
  ○ 209-285-9510

▷ Jim O’Connell, Deputy Director

▷ Joan Rich, Response Team & Education Coordinator

About Us

We Provide Investigative Services, Education, and Resources for the UC Merced Community.

We Focus On:
▷ Discrimination & Hostile Work Environment Against Protected Categories:
  ○ Race, Age, Gender, Medical Condition, etc.

▷ Sexual Violence & Sexual Harassment
Sexual Harassment

Unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature

Quid Pro Quo – “This for That”
> Submission is made explicitly or implicitly a term or condition of instruction, employment, or participation in other university activity.

Hostile & Intimidating Environment
> Purpose or effect of unreasonably interfering with an individual’s performance or creating an intimidating, hostile, or offensive environment
Consensual Relations Policy

“Types of unacceptable conduct:

Entering into a romantic or sexual relationship with any student for whom a faculty member has, or should reasonably expect to have in the future, academic responsibility (instructional, evaluative, or supervisory).

Exercising academic responsibility (instructional, evaluative, or supervisory) for any student with whom a faculty member has a romantic or sexual relationship.”

APM 015, II.A. - Faculty Code of Conduct

Reporting Responsibilities

Responsible Employee Definition

Filing A Report/Complaint
UC Merced Community Members Have a Protected Right to

▷ ...report discrimination, sexual harassment, sexual violence, domestic violence, or stalking
▷ ...assist in such a complaint
▷ ...participate (or not) in an investigation

Supervisors need to make sure there is no real or perceived retaliation

Retaliation

▷ University policy prohibits retaliation against a person who reports sexual harassment, assists in such a report, or participates in an investigation or resolution of a sexual harassment report.

▷ Report any possible retaliation to the Title IX Officer
Any University Employee who is not a Confidential Resource. If a Responsible Employee learns, in the course of employment, that a student may have experienced Prohibited Conduct, they must promptly notify the Title IX Officer or designee. This includes resident assistants, graduate teaching assistants, and all other student employees, when disclosures are made to them in their capacities as employees.”

- UC Policy on Sexual Violence And Sexual Harassment

If you receive a disclosure...
- Be supportive and empathetic
- Provide Resources
- CARE (Confidential)
- CAPS (Confidential)
- UCPD (Reporting)
- Tell the student you have to report to OPHD/Title IX
- Report the disclosure to the OPHD/Title IX Office

As a Responsible Employee, Please Do Not...
- Try to fix or address the situation yourself
- Launch your own investigation
- Promise confidentiality. You are not a confidential resource.
- Discuss with others who do not need to know
- Ignore it and do nothing
What You Can Do

If you think a student is going to disclose, remind them of your reporting requirement:

- “You’re welcome to tell me about your concerns. Before you tell me specifics, you should know that, in my role, I have an obligation to report concerns about sexual harassment or sexual violence to the Title IX Office. This is so UCM can take appropriate action and provide you or others with support to address the situation.”

- “If you’d rather speak first with a Confidential Resource—who doesn’t have the same responsibility to report—I can help get you connected. Talking with a CARE advocate is a great place to start. Would you like to call an advocate together?”

Filing A Report

Include any and all Information You Know

This includes:
- Names of involved parties
- Details stated by the student
- Whether the student requests action to be taken

It is okay if you do not know all of the information. Asking the student for more information may be harmful!
Filing A Report

Phone
209-285-9510

In Person*
ACS Promenade

*We recommend scheduling an appointment; In person meetings are limited due to COVID-19

Online
dsvp.ucmerced.edu/report

Email
msalvador2@ucmerced.edu

Resources

Sample Syllabus Statement

Resources
Sample Syllabus Statement

“Title IX prohibits gender discrimination, including sexual harassment, domestic and dating violence, sexual assault, and stalking. If you have experienced sexual harassment or sexual violence, you can receive confidential support and advocacy at the Campus Advocacy Resources & Education (CARE) Office, via phone: 209-386-2051 or in person: Kolligian Library Suite 107. In addition, Counseling and Psychological Services (CAPS) provides confidential counseling to all students and can be reached via phone: 209-228-4266 or at the H. Rajender Reddy Health Center.

You can report sexual violence or sexual harassment directly to the University’s Title IX Coordinator, Michael Salvador, via email msalvador2@ucmerced.edu or by phone 209-285-9510. Reports to law enforcement can be made to UCPD via phone: 209-228-2677 or by dialing 911.”

Resources

<table>
<thead>
<tr>
<th>Reporting Resources (Non-Confidential)</th>
<th>Confidential Resources</th>
<th>Other Resources</th>
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</thead>
<tbody>
<tr>
<td>EEO &amp; Title IX Officer: Michael Salvador</td>
<td>Campus Advocacy, Resources &amp; Education (CARE)</td>
<td>Federal:</td>
</tr>
<tr>
<td><a href="mailto:msalvador2@ucmerced.edu">msalvador2@ucmerced.edu</a></td>
<td>care.ucmerced.edu</td>
<td>Office of Civil Rights</td>
</tr>
<tr>
<td>Dsvp.ucmerced.edu/report</td>
<td></td>
<td>State:</td>
</tr>
<tr>
<td>UC Merced Police Department</td>
<td></td>
<td>California Department of Fair Employment and Housing</td>
</tr>
<tr>
<td>Police.ucmerced.edu</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Office of the Vice Provost for the Faculty</td>
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FACULTY CLIMATE AND GRIEVANCES

Zulema Valdez, Associate Vice Provost for the Faculty
Annie Saetern, Faculty Case Manager

Informal and Formal Complaints

- VPF Office – AVPF Valdez
- Faculty Mis/Conduct – Focuses on Respondent (the person(s) allegations are against)
- Relevant Policies
  - APM-015 Faculty Code of Conduct, Part II;
  - APM-016 The Administration of Discipline
  - Other Policies
    - Title IX & VII
    - Prohibition of Abusive Conduct and Acts of Violence
  - Academic Senate Bylaw §336
FACULTY CLIMATE AND GRIEVANCES

Grievances

- Academic Senate -- Committee on Privilege & Tenure (P&T)
- Faculty Rights -- Focuses on the Complainant (the person filing the claim)
- Relevant Policies
  - Academic Senate Bylaw §335
  - APM-015 Faculty Rights, Part I

Contact Persons:
Zulema Valdez, Associate Vice Provost for the Faculty &
Annie Saetern, Faculty Case Manager

EQUITY, DIVERSITY AND INCLUSION

Dania Matos, Associate Chancellor & Chief Diversity Officer
Overview

- Principles of Community
- Meet the Office
- Diversity Statement
- EDI Initiatives
  - 2020 & Beyond Listening Tour & Executive Summary
  - Equity, Diversity and Inclusion (EDI) Strategic Framework
  - Organizational Design Workgroup
- Valuing Black Lives at UC Merced Task Force
- People First Workgroup
- Chancellor’s Advisory Committees
- Upcoming Events
- Learn More/Racial Trauma Resources
- EDI Grants
- Equity & Justice Awards
- Bobcat Brief
- Thank You & Connect with Us!
Office of Equity, Diversity and Inclusion (EDI)

Associate Chancellor and Chief Diversity Officer
Dania Matos
Pronouns: She/Her/Hers
dmatos@ucmerced.edu
Phone: 209.201.9417

To schedule an appointment, contact Deserie Cravalho-Crews at dcravalho-crews@ucmerced.edu
Meet Our Office

Deserie Cravalho-Crews  
Executive Assistant  
dbirchtrahan@ucmerced.edu  
209.205.8478

Yesenia Curiel  
Director, CARE Office  
ycuriel2@ucmerced.edu  
209.233.1746

Val Villanueva  
Prevention Education Coordinator  
Campus Advocacy, Resources & Education (CARE)  
Email: vvillanueva2@ucmerced.edu  
Phone: 209-355-0763

Jody Gonzalez  
Affirmative Action Analyst  
jgonzalez37@ucmerced.edu  
209.349.2863

Hala Alnagar  
Graduate Student Researcher  
Email: halnagar@ucmerced.edu

Maria Ramirez Loyola  
Graduate Student Researcher  
Email: mramirezloyola@ucmerced.edu

UC Merced Diversity Statement

Local indigenous people, including the Yokuts and Miwuk who understand the earth as a place for everyone, first inhabited the land where UC Merced is located. When we address diversity on this campus, we do so boldly, daring to look forward and backward, imagining diversity's demand for the 21st century and the importance of diversity in addressing past wrongs, reaffirming humanity, and ensuring a reconciliatory path of redress for the future. The most prominent path on our campus is called Scholars Lane. By day, you can see, hear and witness the embodiment of our diversity through campus community members making their way across campus framed by the slopes and peaks of the Sierra Nevada.

At UC Merced we steadfastly uphold the concepts expressed in the University of California Diversity Statement including, “the variety of personal experiences, values, and worldviews that arise from differences of culture and circumstance. Such differences include race, ethnicity, gender, age, religion, language, abilities/disabilities, neurodiversity, sexual orientation, gender identity, socioeconomic status, geographic region, and more.”
UC Merced Diversity Statement

We affirm that a diverse campus furthers our mission to create, interpret, and disseminate knowledge and values. The manifold diversity of our community encourages each of us to reflect on intellectual and cultural orthodoxies, and thus stimulates the creativity at the heart of our academic mission as a research university. We take pride in serving a large population of first-generation college students, including the broad representation of background on our campus as a Hispanic (HSI), Minority (MSI) and Asian American and Native American Pacific Islander (AANAPISI) serving institution. As a common goal, we will work together to ensure all members of our academic community reflect the multiplicity of identities in our region.

Our commitment to diversity will foster our ability to thrive in a complex world.
2020 & Beyond Listening Tour

Listening Tour Executive Summary

https://diversity.ucmerced.edu/initiatives/2020-beyond-building-thinking-forward
"Critical consciousness is an active and persistent curiosity and awareness that examines beliefs, practices, assumptions, and norms to detect how power and privilege operate to contribute to inequality and oppression" (Freire, 2000)

EDI Strategic Framework

BobCAT IDEAs Strategic Framework

<table>
<thead>
<tr>
<th>Office of EDI’s Vision</th>
<th>What It Means</th>
<th>How We Do It</th>
</tr>
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<tbody>
<tr>
<td>People first. Anti-oppression &amp; liberation for all: Equity requires the ability to recognize and analyze systems of inequality and the commitment to take action against these systems, which include understanding the root causes of injustices. It is in our collective understanding and commitment to eradication of these systems that we work towards these goals in both local and global contexts.</td>
<td>Diminishing systemic &amp; structural inequality</td>
<td>Critical consciousness &amp; collaboration: Continuous awareness of how power and privilege shape our institution and an intersectional development of practices and practitioners that work towards our collective freedom.</td>
</tr>
<tr>
<td></td>
<td>Developing transformative practitioners &amp; advocates</td>
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<tr>
<td></td>
<td>Acknowledging privilege &amp; power</td>
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<td></td>
<td>Developing shared &amp; accessible knowledge</td>
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BobCAT IDEAs = Bobcat Brilliance

Office of EDI’s Vision

- People first. Anti-oppression & liberation for all: Equity requires the ability to recognize and analyze systems of inequality and the commitment to take action against these systems, which include understanding the root causes of injustices. It is in our collective understanding and commitment to eradication of these systems that we work towards these goals in both local and global contexts.

What It Means

- Diminishing systemic & structural inequality
- Developing transformative practitioners & advocates
- Acknowledging privilege & power
- Developing shared & accessible knowledge

How We Do It

- Critical consciousness & collaboration: Continuous awareness of how power and privilege shape our institution and an intersectional development of practices and practitioners that work towards our collective freedom.

BobCAT IDEAs = Bobcat Brilliance

How We Get There

We believe that community, access, transparency, inclusion, diversity, equity, and accountability (BobCAT IDEAs) are key enablers and critical components to accomplishing our office’s vision. BobCAT IDEAs unlock knowledge, produce equity-minded practitioners, and drive meaningful impact and outcomes.

Thus, We Aim To

- Develop shared and accessible knowledge
- Recognize that community extends beyond campus and create active engagement of our local and global environments (community)
- Strive to provide equal and equitable opportunities for all to thrive (access)
- Establish public-facing communication that is clear, consistent, and self-evaluative (transparency)
- Create an environment that cultivates a sense of belonging (inclusion)
- Engage all people and perspectives in recognition of our collective excellence (diversity)
- Ensure access to opportunities for all through the removal of structural barriers (equity)
- Acknowledge and own our progress and areas of improvement to create a culture of trust and responsibility (accountability)
Organizational Design Workgroup

Mission
The Equity, Diversity, and Inclusion Organizational Design Work Group will be facilitated by Associate Chancellor and Chief Diversity Officer in its goal of defining the role and structure of the Equity, Diversity and Inclusion (EDI) Office within the current campus framework. Centering the office’s vision of equity and justice through liberation and anti-oppression, we will define the EDI Office’s role and structure by:

• Defining the strategy and objectives for the EDI Office
• Assessing the current organization operating model and power structure grounded in the External Review of Equity, Diversity and Inclusion at UC Merced
• Analyzing the leadership and collaborative capacity needed to meet the office’s objectives aligned with its strategy
• Designing the future state operating model

The efforts of this work group will help the advancement of an upcoming equity and inclusion strategic planning process for the university. This work group will lay the foundation and support needed for the strategic planning process as well as current and short-term initiatives, many of which were suggested in this past year’s listening tour sessions. This work group will complete its efforts swiftly and prior to fall by August 2020 in order to commence the strategic planning process in Fall 2020.

Valuing Black Lives at UC Merced Task Force

Valuing Black Lives Task Force
Structure and Leadership
The Valuing Black Lives Task Force is is will consist of five subcommittees. Each subcommittee will have an administrative co-lead and at least one co-lead representing each of these categories: a staff member co-lead, a senate faculty co-lead, and two student co-leads – one undergraduate and one graduate, as well as additional members, for a total of about 10 members per subcommittee.

Once the academic year begins, the subcommittees will be expected to meet twice a month. The Task Force co-leads (Dania Matos, Jonathan Grady, and Robin DeLugan) will meet monthly with the subcommittee co-leads. The Task Force co-leads will meet with our executive sponsors – Chancellor Muño and Executive Vice Chancellor and Provost Camfield in October for a progress update, and again in December to review recommendations.

Task Force Co-Leads
Dania Matos, J.D.;
Associate Chancellor and Chief Diversity Officer
dmatos@ucmerced.edu

Jonathan Grady, Ph.D.;
Associate Vice Chancellor and Dean of Students
jgrady2@ucmerced.edu

Robin DeLugan, Ph.D.;
Academic Senate Liaison
rdelugan@ucmerced.edu
Valuing Black Lives at UC Merced Task Force

Subcommittees and Their Administrative Co-Leads

- **Student Support Committee**: Charles Nies, Vice Chancellor, Student Affairs
- **Community Engagement Committee**: Ed Klotzbier, Vice Chancellor and Chief External Relations Officer, External Relations
- **Policing and Anti-Black Violence Committee**: Martin Reed, Assistant Vice Chancellor, Housing and Residence Life
- **Staff and Faculty Recruitment and Retention Committee**: Teenie Matlock, Vice Provost, Faculty and Nicole Pollack, Chief Human Resources Officer
- **Scholarship, Research and Funding Committee**: Marjorie Zatz, Interim Vice Chancellor, Research and Economic Development

People First Workgroup

The People First workgroup will inform our campus-wide strategies on COVID-19 scenario planning and how they impact our people (faculty, staff, and students), through the development of general principles guidelines, surveying, and virtual focus groups. In placing “people first” the workgroup will also ensure that the campus is providing adequate support and responding to gaps and issues in real-time. It will also assist in providing evidence-based impact data to internal and external constituents. The longer-term plan is to transition this workgroup to lead the development and implementation in our “people strategy” for staff, students, and faculty.
Chancellor’s Advisory Committees

- Chancellor’s Committee on Campus Climate & Inclusion (CCCI)
- Chancellor’s Advisory Committee on Queer Issues (CACQI)
- Chancellor’s Advisory Committee on the Status of Women (CACSW)

UPCOMING EVENTS
Monthly CDO Drop-In Hours
Learn More & Racial Trauma Resources

- Racial Trauma Resources
  - Anti-Racism
  - How to be an Ally
  - Implicit Bias
  - Mental Health
  - Recommended Readings

EDI Grants

- The Borderlands Experience
  - Build critical multicultural relationships throughout and beyond their career at UC Merced.
- No Food Left Behind
  - Combat food waste and food insecurity at UC Merced
- Scholars with Dependents
  - Parenting students and students with other dependents would benefit from a collaborative and inclusive group
Equity & Justice Awards

We are launching the Equity and Justice Awards at the beginning of Fall 2020, where campus community members can nominate folks monthly who have given their time and effort to further equity and justice at UC Merced. In April of each academic year, the soon to be formed Equity and Justice board will choose 5 of the culminated monthly nominations as recipients, and they will each receive $1,000 towards projects and initiatives that advance equity, justice and inclusive excellence at UC Merced.

Bobcat Brief & Join Our Email List!

Join Our Email List!
Thank You & Connect with Us!

Website: Diversity.ucmerced.edu

Twitter: @UCMDiversity

#UCMDiversity
REMOTE LUNCH WITH CHANCELLOR JUAN SÁNCHEZ MUÑOZ

REFLECTING ON ANTI-RACIST PEDAGOGY
A MULTI-PART VIRTUAL DISCUSSION SERIES

This virtual discussion series is designed to help participants form a community of practice focused on improving anti-racist pedagogy. Together, we will:

- Examine the intersections between anti-racist teaching and anti-racist pedagogy
- Evaluate how our assumptions and inherent practices influence classroom practice
- Discuss ways we can adjust those practices to be more inclusive and effective
- Design course content that will be presented at an ESI teaching showcase in May

The purpose of this series is to give mandates and priorities, to share experiences and create a space to collaborate and support personal and professional growth.
BEST PRACTICES WITH REMOTE INSTRUCTION

James Zimmerman, Senior Associate Vice Provost & Dean for Undergraduate Education

- **Learning is social** and students need to feel they are part of a community.
  - So: Foster a nurturing environment, build trust, and facilitate peer-to-peer learning and social interactions between your students.

- Students must feel **safe and confident** in order to learn.
  - So: Foster positive emotions. Give encouraging feedback and show students that you care about them.

- Students grow when their **learning is prioritized over assessment**.
  - So: Assign low- or no-stakes assignments and encourage curiosity and creativity.
• Course design should be **coherent**, use appropriate technologies, and be as **predictable** and **manageable** as possible.
  • So: Organize the course in predictable patterns of instruction and assessment, choose appropriate technologies when needed, and provide lower tech options. Do not assign more work in hybrid and online learning than you would in face-to-face.

• **Flexibility** of learning and assessment options best respond to students’ changing needs.
  • So: Be flexible with due dates and assessment formats and be responsive to students’ circumstances.