



Chairs Workshop #8
Assessing DEI Contributions at Review Time
March 15, 2022

Panel: Anita Bhappu (MCS Chair), Ramesh Balasubramaniam (CAP Chair), Nestor Oviedo (MCB Co-Chair)

Spring 2022

DEPARTMENT CHAIR WORKSHOPS

Zoom link for all workshops:

<https://ucmerced.zoom.us/j/81758466472>

Informal Chat with the Provost

Discussion led by Gregg Camfield

Tuesday, January 18 at Noon

The Chair's Role in Supporting Student Success

Discussion led by VPDUE Sarah Frey

Wednesday, February 16 at Noon

Assessing DEI Contributions

Discussion led by faculty panel

Tuesday, March 15th at Noon

Retaining Faculty

Discussion led by Teenie Matlock and Zulema Valdez

Friday, April 15 at Noon

Organized by the Academic Personnel Office
For any questions, please contact us at VPAP@ucmerced.edu

Join via Zoom: <https://ucmerced.zoom.us/j/89204549190>

Facilitated by Dr. Gene Crumley

One Hour Leadership

Friday, March 18 @ 12pm:

Leadership Behaviors

In the 1980's two researchers at Harvard, Mary Fontaine and Ruth Jacobs, asked a simple question, "What kinds of behaviors do leaders engage in?" Turns out what they learned is that leaders engage in lots of different types of behaviors. Nevertheless, Fontaine & Jacobs saw six distinct patterns of behavior that leaders engage in most of the time.

They developed some very interesting ideas, as a result of their investigations, which they suggested could explain why some leaders were more effective than others. Forty years later, could Fontaine & Jacobs still be right in their insights & conclusions? Join us on March 18 and find out!

These sessions are open to all faculty, staff, and students of UC Merced.
If you have questions, please email vpap@ucmerced.edu

Please welcome Dr. Delia Saenz

Our new Vice Chancellor and Chief Diversity Officer



Extensive leadership

Ph.D. Social Psychology

Fellow of the Society for the Psychological Study of Social Issues and the Western Psychological Association

Long stream of funded research through the NSF, US Agency for International Development, Ford Foundation, etc.

High quality, interdisciplinary research – focus on organizational behavior, group processes, social identity

Today's Panelists:

Ramesh Balasubramaniam - CAP Chair

Anita Bhappu – Department Chair, Management of Complex Systems

Nestor Oviedo – Department Chair, Molecular and Cell Biology

APM 210-1-d assessment for advancement

Faculty are assessed on “...performance in (1) **teaching**, (2) **research** and other creative work, (3) **professional activity**, and (4) **University and public service**.”

The review committee will maintain “reasonable flexibility, balancing when the case requires, heavier commitments and responsibilities in one area against lighter commitments and responsibilities in another... [with] sufficient flexibility... [But] flexibility does not entail a relaxation of high standards.”

“Superior intellectual attainment [in teaching, research and other creative achievement], is an indispensable qualification for appointment or promotion to tenure positions. [This is] necessary for maintenance of the quality of the University as an institution dedicated to the discovery and transmission of knowledge.

*“The University of California is committed to excellence and equity... Contributions in all areas of **faculty achievement that promote equal opportunity and diversity** should be given due recognition in the academic personnel process ... should be evaluated and credited in the same way as other faculty achievements. “*

What faculty are advised to include in their self-statements

Narrative summary of your **contributions** to

Research

Teaching and mentoring

Service – dept, campus, UC, community, profession

Diversity-equity-inclusion (DEI)

in the review period

It supplements other info → Bio-bib and CV

It's where you interpret and **contextualize** your contributions
for all levels of review

Questions to guide discussion – focus on advancement cases

What sorts of DEI contributions should "count" at review time? What are some good examples? What are some poor examples?

Questions to guide discussion – focus on advancement cases

What sorts of DEI contributions should "count" at review time? What are some good examples? What are some poor examples?

How should DEI contributions be reported in a case analysis? Give some examples.

Questions to guide discussion – focus on advancement cases

What sorts of DEI contributions should "count" at review time? What are some good examples? What are some poor examples?

How should DEI contributions be reported in a case analysis? Give some examples.

Do your faculty understand the importance of DEI in merit and promotion cases? How do you help any faculty who seem to lack this knowledge or dismiss it?

Questions to guide discussion – focus on advancement cases

What sorts of DEI contributions should "count" at review time? What are some good examples? What are some poor examples?

How should DEI contributions be reported in a case analysis? Give some examples.

Do your faculty understand the importance of DEI in merit and promotion cases? How do you help any faculty who seem to lack this knowledge or dismiss it?

Do faculty in your department know and understand APM 210-1-d and APM 220? Do you remind them of these UC policies and their importance in academic review? How do you manage this? In faculty meetings? In email?

Questions to guide discussion – focus on advancement cases

What sorts of DEI contributions should "count" at review time? What are some good examples? What are some poor examples?

How should DEI contributions be reported in a case analysis? Give some examples.

Do your faculty understand the importance of DEI in merit and promotion cases? How do you help any faculty who seem to lack this knowledge or dismiss it?

Do faculty in your department know and understand APM 210-1-d and APM 220? Do you remind them of these UC policies and their importance in academic review? How do you manage this? In faculty meetings? In email?

During merit and promotion reviews, what does your department do to ensure that the DEI contributions of faculty from under-represented groups are adequately acknowledged? (Studies show that they often take on significantly more service obligations.)

Any other points of discussion?