

UC Davis

Institutional Reports, Briefs and Presentations

Title

Professors Leveraging a Community of Engagement (P.L.A.C.E.) with CAMPSSAH Year-end Report, 2020-2021

Permalink

<https://escholarship.org/uc/item/6md8187x>

Authors

O'Donnell, Kimberly
O'Donnell, Thomas

Publication Date

2021-08-04

Professors Leveraging a Community of Engagement (P.L.A.C.E.) with CAMPSSAH
Year-end Report
2020-2021

August 4, 2021

Overview of the Pilot Project

On July 30, 2020, almost five months into the global pandemic that has changed our lives, U.C. Davis, under the leadership of CAMPSSAH Faculty Director Kimberly Nettles-Barcelón, received a two-year Advancing Faculty Diversity (AFD) grant from the U.C. Office of the President (UCOP) titled “Professors Leveraging a Community of Engagement with CAMPSSAH,” or P.L.A.C.E. with CAMPSSAH.

The [Center for the Advancement of Multicultural Perspectives on Social Science, Arts, and Humanities](#) (CAMPSSAH) is a new center on campus housed in the [Vice Chancellor’s Office for Diversity, Equity and Inclusion](#) (DEI). It represents an institutionalization of the Impact Recruitment Initiative (IRI), a commitment to hire faculty whose research, teaching and service contribute to African American and African Diaspora communities, with a particular emphasis on social sciences, the arts, humanities, and other disciplines such as education and law. CAMPSSAH broadens the IRI mission to include an expansive understanding of multicultural perspectives. In 2019, CAMPSSAH inducted its inaugural cohort of eight [Faculty Scholars](#) from seven departments, in 2020 welcomed six more faculty from six additional departments, and for 2021 is adding four new assistant professors. CAMPSSAH’s structure builds upon the strengths and proven success of the [Center for the Advancement of Multicultural Perspectives on Science](#) (CAMPOS), which had its origins in a NSF ADVANCE grant in 2012. CAMPSSAH collaborates with Academic Affairs to enable the delivery of innovative approaches to recruit and retain new hires and in supporting newly-hired faculty by serving as a community of multicultural and interdisciplinary scholars.

P.L.A.C.E. with CAMPSSAH positions the center as an interdisciplinary hub for research and service activities for faculty of color, under represented minorities (URM), and faculty whose work forms the foundation of inclusive excellence at UC Davis. To foster holistic development, sustained growth, and retention of these faculty, this endeavor invests resources in three areas: community, leadership, and recognition. As described in more detail below, we have formed several writing communities, provided support for faculty working on their next manuscript or who have just obtained tenure, and created a new quarterly award.

While UC Davis has invested a sizable amount in the programming associated with CAMPOS and CAMPSSAH (approximately \$134,000 in 2019-2020), a good portion of these monies is outward facing. In other words, the majority of these funds are earmarked for joint events and programming which bring much needed awareness and attention to the scholars and the Centers. With the reallocations in light of COVID-19, we anticipate a reduction in that budget moving

forward into 2020-2021. And, due to the precautions we will likely continue to practice into the next academic year, many of these events will need to be reimagined. This, it would seem, is the perfect opportunity for an initiative such as P.L.A.C.E. to intensify our efforts—to make them inward facing—to grow and make CAMPSSAH relevant for the faculty who make essential contributions to the diversity essential for a land-grant, R-1 university.

The Problems P.L.A.C.E. Attempts to Address

Efforts to diversify faculty often focus on opportunities for hiring while overlooking the creation of environments that engender opportunities for faculty development in the long-term. These missed opportunities hamper scholarly productivity and erode the job satisfaction necessary to retain new hires through tenure and into the full professor ranks.

There is an abundance of research proving the detrimental effects on faculty productivity and retention if issues in the workplace are not adequately addressed. The UC Davis 2017 COACHE survey results revealed “Associate Professors are significantly less satisfied than are Full Professors with all three dimensions of faculty work (research, teaching, and service), with personal and family policies, support for interdisciplinary work, opportunities for collaboration, mentorship, the standards and processes related to promotion to full professor, their departmental collegiality and quality, and the appreciation and recognition they receive.” (COACHE Survey: Introduction and Overview, 2017, p. 3).

To address this critical question of retention, we envision P.L.A.C.E. with CAMPSSAH as a “third space.” Sociologist Ray Oldenburg defines these spaces and gatherings as “places where people spend time between home (“first” place) and work (“second” place). They are locations where “we exchange ideas, have a good time, and build relationships” and feel treated as social equals.

We have an opportunity to leverage CAMPSSAH and build a robust community of junior, mid-career, and senior level faculty. A community that creates spaces for interdisciplinary collaborations, supports writing groups, and develops mentorship skills. The creation of PLACE within CAMPSSAH can connect faculty between ranks and across disciplinary divides and address the issues driving dissatisfaction among mid-career faculty.

With the expanded resources provided as part of this AFD grant, P.L.A.C.E works to foster the holistic development and sustained growth of this faculty, particularly at the assistant and associate ranks. The centerpiece of P.L.A.C.E. is the development of writing communities. These writing communities will form in two ways: A select group of faculty (5-6) will meet bi-weekly for two quarters during the academic year to share and discuss works-in-progress. During the summer, another group of selected faculty (5-6) will participate in a weeklong intensive writing retreat off-campus. They are opportunities to engage across disciplinary boundaries and faculty ranks. The grant will also enhance resources for faculty (CAMPSSAH Faculty Scholars and

Affiliates) at various junctures in their career trajectory with manuscript workshops, post tenure start-up funds, and supplemental conference travel grants for childcare expenses.

As we have all clearly seen, the current health crisis has done tremendous damage to our sense of community and in many cases destroyed them completely. This makes an investment in (re)building communities responsive to current conditions (which many see lasting well into the future) even more imperative. Our grant proposal imagines establishing deep (inward-looking) rather than broad (outward-looking) pillars on which to promote faculty satisfaction and long-term success.

Analysis by the Office of the Vice Chancellor of Diversity, Equity and Inclusion, in partnership with UC Davis Institutional Analysis indicates that while there is a commitment to recruiting new faculty who contribute to increasing the diversity of thought and demographics within UC Davis, we have fallen short of sustaining a critical mass of scholars who might engender a positive shift toward greater inclusive excellence in the culture of the institution.

Figure 1. UC Davis URM Faculty by Rank (headcount) for non-STEM disciplines (2009-2018)



Figure 1 illustrates that the number of URM associate and full professors have remained relatively flat while new hires of URM assistant professors have increased in the last 9 years but increased most rapidly starting in 2016. However, Figure 1 also makes clear that URM faculty at every level are a small percentage of all ladder rank faculty. URM full professors made up 3% of all faculty in 2009 and in 2018 while URM students made up 33% of the undergraduate population (in non-STEM majors) and 14% of the graduate student population. Moreover, a quarter (21 of 81) of the small number of URM faculty and faculty of color are located only within a handful of departments suggesting a majority of faculty work spaces do not facilitate community building or interdisciplinary collaboration among faculty. Thus, the success and satisfaction of newly appointed faculty, as well as assistant and associate professors already on campus, must become a central concern of the university if we are to retain URM faculty and build a reliable pipeline for full professors.

Results to Date

Our vision for this initiative is ambitious. The extent of the problems just described led us to propose a host of remedies that quickly became time-consuming to implement. We created the following survey and programs: (See Appendix A: Year One Disbursements and Appendix B: P.L.A.C.E. Survey)

The **P.L.A.C.E. Survey** was designed to document the experiences and perceptions of URM faculty at UC Davis in regards to the accessibility to resources, recognition of their scholarly and service contributions, leadership development support and support to build community with other faculty on campus. The first survey was sent to 71 faculty on May 5, 2021. The faculty on the distribution list were those who took part in one of the P.L.A.C.E. initiatives and those in the social sciences, arts and humanities, law school, school of management and school of education whose background or research aligns with the mission of place (many of whom are CAMPSSAH Affiliates). We received 17 responses, a 23% response rate. While the response rate was lower than we hoped (which may be attributed to the levels of fatigue related to the COVID-19 pandemic and the oversaturation of on-line engagement), it is within the average range.¹

The survey will be distributed an additional two times for a total of three data collection points in the grant cycle. In future disbursements, we anticipate working toward increasing the response rate in two ways:

- Increase the number and frequency of reminder emails to the distribution list.
- Incentivize filling out the survey with a random drawing for a \$100 gift card to the Campus Bookstore.

¹ [How to Increase Survey Response Rates in 2021](#)

The **Scholar of the Quarter** award is based on research that clearly demonstrates faculty gain the most job satisfaction when their work is recognized by their peers as valuable. This award recognizes faculty at the assistant or associate ranks whose scholarship epitomizes engaged excellence defined as scholarly or creative achievements that involve diverse communities with a commitment to social change. The Scholar of the Quarter receives a \$1,000 Academic Enrichment Fund as well as a certificate of recognition. Successful applicants may have accomplished one or more of the following:

- Developed innovative curriculum which engages diverse student populations with collaborative work in communities
- Demonstrated long standing commitment to advocating on behalf of underserved communities
- Produced creative/scholarly work that brings awareness to critical issues facing marginalized communities locally or globally
- Conducted research that challenges “normative” disciplinary boundaries

We made our first award for the winter 2021 quarter, to [Lisa G. Materson](#) (History) and for the spring 2021 quarter to [Elizabeth Montaña](#) (School of Education).

Through the results of the COACHE survey at UC Davis (2017), within the UC system, and at universities across the country, it is known that the associate professor rank is one where job satisfaction plummets. There is a statistically significant relationship between the length of time at the associate rank and the intensity of dissatisfaction. Additionally, scholars in the humanities, arts, and social sciences are more likely to spend longer at the associate rank than STEM-based faculty.

To help mitigate this issue, we made available to newly tenured faculty a **Post-Tenure Start-Up Award** to assist them in the development of a new project or allow them to refocus their energies in ways more attuned with their desired career path within the university. The award consists of a \$4,000 Academic Enrichment Fund that can be used to seed a new project or enroll in the National Center for Faculty Development & Diversity (NCFDD) Post-Tenure Pathfinder’s Program.

The two awards for the first year went to [Susan D. Brown](#) (Qualitative Researcher, Internal Medicine) and [Jessica Bissett Perea](#) (Native American Studies). Both faculty members plan to use their award to enroll in the NCFDD’s Post-Tenure Pathfinder’s Program.

The third component of our initiative is a **Yearly Writing Community**. We know anecdotally and through research that women faculty and faculty of color are more likely to remain in the associate rank for a longer period of time due to multiple factors including childcare/family care responsibilities and service work overload, coupled with ongoing gender and racial bias. Our writing community initiative serves as a space for community building and peer mentorship as well as individualized technical support in crafting a book project. These scholars worked together for the winter and spring quarters with the facilitation of [a professional writing instructor](#), funded by the grant, to move their projects toward completion.

For the 2020-21 academic year, this community was comprised of [Corrie Decker](#) (History, “Puberty Matters: Age, Sex, and Race in Twentieth-Century East Africa”), [Margaret Laurena Kemp](#) (Theater and Dance, “Voicing the Sensuous/A Multi-Disciplinary Approach to Awakening all the Sounds of Human Communication”), [Erica Kohl-Arenas](#) (American Studies, “Outlaws, Runaways and Dreamers: The Cultural Politics of Radical California”), and [Cecilia Tsu](#) (History, “Starting Over: Refugee Resettlement in the Reagan Era”).

“The Writing Community provided a much-craved, informative, and rewarding space to take a break from our routine work and share our respective and collective challenges with scholarly writing. [...] In addition, working with writing coach Elena Abbott has been enormously beneficial. The arrangement to have Elena give group presentations and for each participant to have ten individual sessions with her was brilliant. Even though I had been working on my book proposal for some time and had received feedback from several colleagues already, I ended up adding and revising quite a bit after I heard Elena’s presentations. [...] In my opinion, this Writing Community is exactly the kind of concrete support the University should continue to provide to help faculty make progress on their scholarship.”

Another writing community-oriented part of the P.L.A.C.E. program is the **Summer Writing Symposium**. This symposium, scheduled for September 15-21, will host six faculty for a week at the Granlibakken Lodge in the Lake Tahoe area. The symposium is geared toward faculty working to complete a big task (e.g. writing an introduction, a book proposal, or a chapter in a book project) and who would benefit from uninterrupted, concentrated writing time, and structured feedback within a setting where their meals and lodging are provided. As with the Writing Community, the Symposium will be facilitated by Elena K. Abbott.

This year's retreat recipients include: [Milmon F. Harrison](#) (African American and African Studies, "Black Valley: the African American Experience in The Great Central Valley of California"); [Beenash Jafri](#) (Gender, Sexuality & Women's Studies, "Lingering Attachments: the Settler Colonial Cinematic & Queer Asian Diasporic Possibility"); [Rachel Jean-Baptiste](#) (History, "Multiracial Identities in Twentieth Century French Colonial Africa: Childhood and Citizenship"); [Desirée Martin](#) (English, "Un/Translation: The Contradictions of Translation in Chicana and Border Cultural Production"); [Amy Motlagh](#) (Comparative Literature & Middle East/South Asia Studies, "Translating Race: A Cultural History of Racial Thinking in Modern Iran and the Diaspora"); [Jon D. Rossini](#) (Theater and Dance, "Pragmatic Liberation and the Labyrinth of Free Association: Rethinking Politics through Mainland Puerto Rican Drama").

"I am an Associate Professor of English who will be completing a very heavy service load in my department where I have served as Grad Director for the past four years. Meanwhile, I am continuing my major service commitments to the university and to the profession at large, particularly through my work as a Faculty Trainer and Advisor with the AMIGA project for Holistic Graduate Admissions...Over the past academic year, I have also participated in the FRIENDS initiative...This productive yet extremely intense service load, combined with my family and teaching obligations during the pandemic, has prevented me from dedicating my time and energy to the writing and research I need to perform in order to advance on my second book project and attain the rank of Full Professor. To this end, the Summer 2021 Writing Retreat would serve as a much-needed reset for me and grant me the uninterrupted time and feedback I have been lacking during the past academic year in particular."

A final major effort of our initiative is the **Manuscript Writing Workshop**. With this, we allocated funds for a faculty member to convene a one- to two-day workshop, bringing together chosen experts in the scholar's field to help prepare a manuscript for submission to a publisher. The workshop is modeled on similar, successful initiatives, most notably the [UC Humanities Research Institute's Junior Faculty Manuscript Workshop](#). (The grant originally conceived of two \$5,000 awards per year. However, due to travel restrictions and the need to organize such a workshop virtually, thus saving on travel costs, we decided to offer four \$2,500 awards in year

one and revert to the \$5,000 allocations in year two.) For year one, we made only one award to [Jon D. Rossini](#) (Theater and Dance, “Pragmatic Liberation and the Labyrinth of Free Association: Rethinking Politics through Mainland Puerto Rican Drama”).

As part of all of these awards and grants, the Office of Diversity, Equity and Inclusion [promotes the recipients and their work](#) through several news and social media channels.

Most Successful Interventions

Each of the initiatives we implemented in the 2020-2021 were successful, if the mark of success is the direct impact on the faculty members’ engagement with each other, their writing, and the community. We would argue, however, that the most successful were the Writing Communities in that they hit on multiple levels -- both individually and collectively. As one scholar participant wrote in her reflection on the experience: *“Reading and listening to the work of diverse writers and scholars was the key to the evolution of my book. I was emboldened and inspired by the scholarship, creativity and bravery of the group. When I pointed out the performative elements of their work, they pushed back lifting up the scholarly elements of my work. I emerged with an outline for the book that is unlike any voice (for the actor) I’d ever read. This proposed book, Voicing the Sensuous, responds to the discoveries I made in our group sessions with Elena and in conversations with each other.”*

For many scholars working in the humanistic social sciences and the arts, the significance of our research and writing is less *“a measure of disciplinary or theoretical contributions but as a reflection of our broader values and goals as publicly engaged scholars.”* It is here where the core of diversity sits for these scholars. The Writing Community created a space for the participants to access that part of their life’s work to make more meaningful (and possible) the movement from Associate to Full Professor. We anticipate that these individual impacts will have a ripple effect in terms of changing Associate Professor’s perceptions of their work-life at UC Davis and giving them energy to continue to pour into the undergraduate students, graduate students, junior faculty and the community at-large.

Adjustments to Project

The most significant adjustments we made to implementing our proposal were a result of the difficulties in raising awareness, which translated into fewer applications than anticipated, and the time required to manage so many different initiatives. It should be said, however, that neither of these difficulties and the adjustments that resulted, were such that they undermined the original intent of the grant or cannot be overcome in year two.

Because this was the first year of our grant, a lack of awareness was to be expected. Coupled with the public health measures that prevented the innumerable face-to-face encounters of a pre-pandemic time that would have allowed us to discuss the initiative with colleagues and that forced a reliance on electronic communications—a method that many would agree was already well past the point of saturation—generating interest in the various awards proved difficult.

Additionally, the number of different awards we offered generated a multitude of announcements delivered primarily via Constant Contact required careful planning to organize the solicitations, manage the review process, and provide notifications and announcements of awards. To help manage the project more efficiently we extended the contract of the GSR (Alicia Garcia, MA and PhD Candidate, School of Education) to cover the remainder of the project's two-year grant period. Ms. Garcia has been critical in working directly with the consultant KerryAnn O'Meara on the development of the survey. She has also been a key point of contact for the copious amount of details associated with planning the Summer Writing Symposium. Looking ahead, we anticipate that Ms. Garcia will continue to play a pivotal role in the dissemination of the survey and the P.I. and Ms. Garcia will write an article based on the survey results, the faculty participant's reflections, and our own observations.

Despite the largely logistical challenges, the scope and goals of the initiative have not shifted. We were under no illusion that creating community would be easy and we were well aware of the significant challenges that COVID would present in the pursuit of our objectives.

We are in the summer planning process of making some adjustments to the timing and methods of communicating our awards for year two and we expect a higher level of interest and number of applications. We are also hopeful that with a planned return to in-person teaching this fall, we can more effectively increase the awareness of the various awards we offer.

2021-2022

We anticipate the second year to be much the same as last year in terms of the awards and grants offered. We do hope that there will be a greater interest in the Manuscript Workshop award with the possibility of in-person events more likely as the pandemic subsides. Otherwise, the work will continue as before with the adjustments aforementioned.

Budget update

As indicated above, our expenditures were less than expected in Year 1 in certain areas and more than expected in others. We had cost savings due to fewer applicants for the Manuscript Workshop award and the P.L.A.C.E. Affiliates, as well as eliminating the Conference Travel Support (Childcare) and the P.I.'s summer salary. These cost savings allowed us to expand the contract of the GSR (Alicia Garcia, MA; see her CV in Appendix C) to provide much needed support in the administration and management of the grant. Please see Appendix D: P.L.A.C.E. Cost Report

Challenges

Please see the "Adjustments" section above.

Evaluation Metrics

The survey was created with support from an outside consultant, [KerryAnn O'Meara](#). The team met with Dr. O'Meara after an initial draft was completed. With Dr. O'Meara's expertise and

guidance, the survey was further developed and refined. The team will be meeting with Dr. O'Meara in September to make any necessary changes to Survey 1 (attached below in Appendix B: P.L.A.C.E. Survey) prior to the distribution of Survey 2 which we anticipate will be the first week of October. Survey 3 will be finalized and distributed towards the end of May 2022. The data will be analyzed with the guidance of Dr. O'Meara. In addition to the survey, reflection evaluations post participation in one of the various P.L.A.C.E. components are collected from participants.

In addition to the survey, we have built into the evaluation metrics gathering individual reflections of participants/recipients of the various initiatives. For those faculty who participate in any of the writing workshops/communities, we have/will receive their reflections on how their engagement advanced their work and/or feeling of connection. Examples of those reflections can be seen in the Successful Interventions and Yearly Writing Communities above (*italicized* comments).

In terms of the broader scope of the grant -- to improve the culture for Associate level professors on our campus, we anticipate that our survey will serve as a tool to measure the impact of P.L.A.C.E. more broadly. Survey results will complement the narrative reflections we receive throughout the two-year granting period. Ms. Garcia and the PI anticipate writing an article for publication after the close of the two-year granting period.

300 Word Summary

P.L.A.C.E. with CAMPSSAH is an interdisciplinary hub for research and service activities for faculty of color, underrepresented minorities, and faculty whose work forms the foundation of inclusive excellence on campus. To foster holistic development and retention of these faculty, this endeavor invests resources in three areas: community, leadership, and recognition. To address these issues of retention, we envision P.L.A.C.E. as a space for interdisciplinary collaborations, writing groups, and mentorship.

Our vision for this initiative is ambitious: We designed a survey to document the experiences and perceptions of URM faculty at UC Davis in regards to resource accessibility, recognition of their scholarly and service contributions, leadership development and support to build community with other faculty. The Scholar of the Quarter award recognizes faculty at the assistant or associate ranks whose scholarship epitomizes engaged excellence defined as scholarly or creative achievements with a commitment to social change. To help mitigate the stall at the associate rank, we made available to newly tenured faculty a Post-Tenure Start-Up Award to assist them in developing a new project or refocusing their energies in ways more attuned with their desired career path within the university. The third component is a Yearly Writing Community. Four faculty worked together for winter and spring quarters to move their projects toward completion. Another writing community-oriented part of the program is the Summer Writing Symposium. The symposium is geared toward faculty working to complete a big task

(e.g. writing an introduction, a book proposal, or chapter) and who would benefit from uninterrupted writing time, and structured feedback. A final effort of our initiative is the Manuscript Writing Workshop. We allocated funds for a faculty member to convene chosen experts in their field to help prepare a manuscript for submission to a publisher.

Attachments below:

Appendix A: Year One Disbursements

Appendix B: Survey

Appendix C: CV of GSR Alicia Garcia, MA

Appendix D: Cost Report

Appendix A: YEAR 1 DISBURSEMENTS

Initiative	Recipients	Amount	Allocated
Writing Community <i>Dispersed upon submission of reflection</i>	Corrie Decker Cecilia Tsu Margaret Kemp Erica Kohls Elena Abbott	\$3,000 \$3,000 \$3,000 \$3,000 \$6,500	\$12,000 [\$12,000 YR2] \$6,500 [\$5k YR2]
Writing Coach Special Session	Milmon Harrison Kevin Gee	\$500 \$500	
Affiliates	Jessica B. Perea	\$1,000	\$5,000
Manuscript Workshop	Jon D. Rossini	\$2,500	\$10,500
Scholar of Quarter	Lisa Materson Elizabeth Montaña	\$1,000 \$1,000	\$2,000 [\$3,000 YR2]
Start-up	Jessica B. Perea Susan D. Brown	\$4,000 \$4,000	\$8,000 [\$8,000 YR2]
Reviewers	Julie Sze	\$1,250†	
Consortium Gathering	n/a	\$0	\$0 \$1,000 [YR2]
Summer Writing Retreat		TBD	\$15,000 \$5,000 [facilitator]
TOTALS		\$33,000	\$64,000

Appendix B: Survey

Professors Leveraging A Community of Engagement (PLACE) with CAMPSSAH

You are being invited to join a research study. The purpose of PLACE is to serve as a hub for interdisciplinary research and service activities of faculty of color, URM and other faculty whose work forms the foundation of inclusive excellence on this campus. With expanded resources, PLACE works in three areas – community, leadership, recognizing contributions – to foster the holistic development and sustained growth of this faculty, particularly at the Assistant and Associate ranks. Specifically, the purpose of the survey is to gather insights specific to underrepresented and minoritized faculty and availability of resources at UC Davis.

Confidentiality

As with all research, there is a chance that confidentiality could be compromised; however, we are taking precautions to minimize this risk. Your responses to the survey will not include information that identifies you. However, individuals from UC Davis who oversee research may access your data during audits or other monitoring activities. To minimize the risks of breach of confidentiality, we will use pseudonyms in any written report or manuscript and will password protect any documents the audio files and transcriptions. However, the name of the institution, UC Davis, will be used. Generic references to participants' racial/ethnic backgrounds will be made to minimize the risk of exposure.

This research study will address topics that may be illegal or socially sensitive where you live. In addition, the use of electronic means of communication (e.g. the internet) may not be secure, private, or confidential in your community. If discussing the topics addressed in this study will represent a possible hazard to you, your family, or your acquaintances freedom, reputation, or social standing please consider these additional risks of participation when deciding whether to take part in this research study.

Compensation

To thank you for participating in this study, you will be entered to receive one of ten \$100 gift cards to the UC Davis bookstore after the data collection is complete.

Rights

Participation in research is completely voluntary. You are free to decline to take part in the project. You can decline to answer any questions and you can stop taking part in the project at any time. Whether or not you choose to participate, or answer any question, or stop participating in the project, there will be no penalty to you or loss of benefits to which you are otherwise entitled.

Questions

If you have any questions about this research, please feel free to contact the investigator at 530-219-4208 or kdnettles@ucdavis.edu. If you have any questions about your rights or treatment as a research participant in this study, please contact the University of California Davis, Institutional Review Board at 916 703 9158 or HS-IRBEducation@ucdavis.edu. If you agree to take part in the research, please complete the survey and reach out to the PI, Dr. Nettles-Barcelón (kdnettles@ucdavis.edu), if you have any questions.

Questions:

- 1) I am given the resources and support to help me accomplish the research activities that are expected of me.
- 2) I am given the resources and support to help me balance the teaching, research, and service activities expected of me.
- 3) How would you describe your relationship to service (emotional labor, mentorship and department/campus committee involvement) with respect to your scholarly output? *Fill in.*
- 4) I am taking strategic actions toward achieving my career goals
- 5) In general, I feel I have little control over whether I advance in my career.
- 6) I have the mentoring support needed to find the right balance, for me, between my professional life and my personal/family life.
- 7) My institution does what it can to make personal/family obligations (e.g. childcare or eldercare) and an academic career compatible.¹ (G4)
- 8) How helpful would the following supports be to your productivity and satisfaction with your role as a faculty member at UC Davis (G2, G3, G4):
 - a. Childcare grants
 - b. Eldercare grants²
 - c. Capital Resource Network²
 - d. Writing communities²
 - e. Annual writing retreats²
 - f. “How to publish a manuscript” workshop²
 - g. Recognition of my contributions²
 - h. Conference travel stipends²
 - i. [insert others]
- 9) Have you used any of these forms of support at UC Davis?
- 10) Which of these supports did you participate in through PLACE? [post question] Please specify. *Fill in.*

- 11) How helpful were the resources offered to you through PLACE? [post question] *Likert Scale*.
- a. *Writing Communities*
 - b. Annual Writing Retreats
 - c. “How to publish a manuscript” Workshop
 - d. Recognition of my contributions
- 12) To what degree are you satisfied with the following: [pre and post question]
- e. The support of colleagues in my department
 - f. The support of colleagues outside of my department
 - g. My overall experience working at UC Davis
 - h. The amount of time I spend on scholarship.
 - i. UC Davis support for associate professor advancement
 - j. The campus climate for BIPOC (Black, Indigenous and People of Color)
 - k. The opportunity to collaborate with other UC Davis faculty

Support for Collaborative Culture:

- 13) My scholarship is valued by others at UC Davis. Likert scale.
- 14) How have opportunities to engage in research collaborations with colleagues in your department been initiated?
- a. External grants
 - b. Institutional funding
 - c. Mutual interest (no funding)
 - d. Through writing groups
 - e. I have not engaged in research collaborations within my department
- 15) How have opportunities to engage in research collaborations with colleagues outside of your department or discipline been initiated?
- l. External grants
 - m. Institutional funding
 - n. Mutual interest (no funding)
 - o. Through writing groups
 - p. I have not engaged in research collaborations within my department

Demographics:

16) Gender

- q. Female
- r. Male
- s. Trans
- t. Non-binary
- u. Other
- v. Prefer not share

17) Race *Fill in the blank*

18) Ethnicity *Fill in the blank*

19) Were you a first-generation college student? (If your Parents or Guardians did not receive a Bachelor's degree, mark yes.)

- w. Yes
- x. No

20) Were you the first in your family to receive a Ph.D.?

- y. Yes
- z. No

Appendix C: GSR CV

◆
ALICIA GARCIA, M.A.
Email: alicia@ucdavis.edu

Education

UC Davis, Ph.D. Candidate in Education, School Organization and Educational Policy, Expected June 2022.

San Jose State University, Master of Arts in Mexican American Studies, May 2016.

UC Davis, Bachelor of Arts in Chicana/o Studies with a Social/Policy Studies Emphasis, June 2014.

Selected Research Experience

UC Davis, Vice Chancellor's Office of Diversity, Equity and Inclusion
Graduate Student Researcher (GSR) 2020 - Present

UC Davis, School of Education
GSR 2017 - 2019

UC Davis, Center for Transnational Health
Research Assistant 2012-2014

Selected Teaching Experience

University of California, Davis

Assistant Instructor Summers 2018 – Present
Issues in Higher Education (EDU 130)

Teaching Assistant Fall 2016 – Winter 2021
Introduction to Chicana/o Studies (CHI 10)
Qualitative Research Methods (CHI 23)
Culture & Diversity in the Sociopolitical Context (EDU 150)

California State University, Sacramento

Lecturer Spring 2020 - Present
Intro to Chicana/Latina Studies (Ethn30)
La Mujer Chicana (Ethn 132)

Publications

Manuscript Under Review

Cuellar, M.G., Garcia, A. Saichaie, K. Parsing the purposes of higher education: Perspectives from first-generation and continuing generation students. *Journal of Higher Education*.

Manuscripts in Preparation

Cuellar, M.G., Pulido, M.G., Garcia, A. Tensions on campus: Student perspectives on the impacts of a contentious sociopolitical climate.

Garcia, A. The Reinstatement of Latinx College Students: Transitioning Back Into the University Post Academic Dismissal.

Selected Research Presentations

- Garcia, A.** Pulido, M.G., Nuñez, M., & Cuellar, M.G. (April, 2021). *Do College Expectations and Experiences Align? An Analysis of First-Generation and Continuing-Generation Students' Trajectories*. Paper presented at the virtual annual meeting of the American Educational Research Association.
- Garcia, A.** (November, 2020). *Organizational Retention Structures at Hispanic Serving Institutions: Serving Latina/o/x Undergraduates Through Graduation*. Paper presented at the annual meeting of the Association for the Study of Higher Education, Virtual.
- Enright, K.A., & **Garcia, A.** (April, 2020). *Latinx Youth at Work: Negotiating Identity, Agency, and Communication in Professional, Community, and Academic Spaces*. Paper presented at the annual meeting of the American Educational Research Association. (Conference cancelled).
- Garcia, A.** (November, 2019). *The Reinstatement of Latinx College Students: Transitioning Back Into the University Post Academic Dismissal*. Paper presented at the annual meeting of the Association for the Study of Higher Education, Portland, OR.
- Ruiz, J.B., **Garcia, A.**, Mendez, L., & Caporale, N. (May, 2019). *What do we mean by Inclusive Higher Education? The intersection between equity, diversity and sense of belonging in the classroom*. Paper presented at National Conference on Race and Ethnicity in American Higher Education, Portland, OR.
- Cuellar, M., **Garcia, A.**, & Saichaie, K. (April, 2019). *What Do You Expect? Tensions Between a Liberal Education and a Neoliberal Reality*. Paper presented at the annual meeting of the American Educational Research Association, Toronto, Canada.
- Ruiz, J.B., **Garcia, A.** & Caporale, N. (January, 2019). *What Makes for an Inclusive Classroom? Student Voices and Perspectives*. Paper presented at the conference of the Society for the Advancement of Biology Education Research, West (SABER West), Irvine, CA.
- Cuellar, M., & **Garcia, A. (March, 2018)**. *Examining Trends in Postgraduate Plans among Latina/o Research Doctorate Earners*. Paper presented at the annual conference for the American Association of Hispanics in Higher Education, Irvine, CA.
- Garcia, A.** (April, 2016). *Latina/o Student Retention and Attrition Rates: The Missing Piece of the Puzzle*. Paper presented at the annual conference for the National Association of Chicana and Chicano Studies, Denver, CO.

Selected Service

Member, HSI Student Retention Sub Committee, UC Davis	2020 - Present
Member, Hispanic Serving Institution (HSI) Task Force, UC Davis	2019 – Present
Graduate Student Representative, School of Education (SOE) Search Committee, UC Davis	2019

Selected Fellowships and Awards

Teaching Assistant Consultant Fellow, UC Davis Center for Educational Effectiveness	2019 - 2021
Chancellor's Doctoral Incentive Program (CDIP) Fellow, The California State University	2020
Academic Excellence Award, UC Davis School of Education	2019 - 2020

Professional Affiliations

American Educational Research Association (AERA)
American Association of Hispanics in Higher Education (AAHHE)
Association for the Study of Higher Education (ASHE)
National Association of Chicana and Chicano Studies (NACCS)

APPENDIX D: P.L.A.C.E. Cost Adjustments

Professors Leveraging a Community of Engagement (P.L.A.C.E.) with CAMPSSAH				
Cost Element	Explanation	Year 1	Year 2	Total Amount
				\$225,000.00
1 Personnel costs				
<i>Personnel costs include course releases, summer research releases, GSR time, staff allocations, and other related personnel costs. The project description should specify responsibilities of each.</i>				
a)	GSR .50 fall 2020-winter 2021; .25 spring 2020; .25 summer 2021-spring 2022	\$28,000.00	\$35,000.00	\$63,000.00
b)	Consultant/Evaluator (8-hour evaluation design @ \$5,000)	\$10,000.00	\$5,000.00	\$15,000.00
c)	PI Summer Funds .5/9th Yr1; 1/9th Yr2	\$0.00	\$0.00	\$0.00
d)	PI Course Buyout Yr1	\$14,000.00	\$14,000.00	\$28,000.00
Sub Total		\$52,000.00	\$54,000.00	\$106,000.00
2 Outside speakers, events, food, and travel				
<i>Use this category to detail expenses on outside speaker honoraria, conference and workshop costs, food/beverage, travel, and other similar expenses. Do not include expenses to attend the in-person AFD convenings; UCOP will allocate money separately for travel to that convening.</i>				
a)	Two-quarter, virtual/on-campus writing group (1/year; 4-5 faculty) Food; space; writing log/materials	\$150.00	\$1,150.00	\$1,300.00
b)	Annual Writing Symposium (up to 5-6 participants/year) Travel to/from venue; lodging; food	\$15,000.00	\$15,000.00	\$30,000.00
c)	Annual Writing Symposium (Summer) Facilitator fee + travel	\$5,000.00	\$5,000.00	\$10,000.00
c)	Center Directors "Consortium" Gathering Virtual-Yr1/Food; space	0.00	\$1,000.00	\$1,000.00
d)	Scholar of the Quarter (\$1,000 each/3 per year)	\$2,000.00	\$3,000.00	\$5,000.00
Sub Total		\$22,150.00	\$25,150.00	\$47,300.00
3 Software and other materials				
<i>Includes data acquisition costs, software licenses, and other materials essential for the project.</i>				
a)				
b)				
c)				
d)				

4 Other

Please detail other budgeted expenses not already included in the categories above.

a)	Writing Group -- Faculty AE Funds (4 faculty 2021; 4 faculty 2022)	\$12,000.00	\$12,000.00	\$24,000.00
b)	Writing Group -- Facilitator Fees (INKBLOTTER)	\$6,500.00	\$5,000.00	\$11,500.00
c)	Academic enrichment grants for P.L.A.C.E. Affiliates (5/year)	\$2000.00	\$5,000.00	\$7,000.00
d)	Newly tenured start-up funds for P.L.A.C.E. Affiliates (2/year)	\$8,000.00	\$8,000.00	\$16,000.00
e)	Book Manuscript Workshop Fellowships (2/year; plus evaluator stipends)	\$2,500.00	\$10,500.00	\$13,000.00
f)	Supplemental Dependent Conference Travel Grants (variable amounts)	\$0.00	\$0.00	\$0.00
	<i>Sub Total</i>	\$29,000.00	\$40,500.00	\$69,500.00
	TOTAL	\$103,150.00	\$119,650.00	\$222,800.00
	BALANCE			\$ 200.00