

Email sent to you on behalf of Daniel R. Jeske, Vice Provost for Academic Personnel

Dear Chairs,

Our next Chairs & VPAP meeting is scheduled for Wednesday, June 4th, 12-1. However, there is a Senate Town Hall scheduled 11:30-1:00 on the same day. The Town Hall is Part 2 of the discussion around "Responding Collectively to Unprecedented Challenges," with Provost Liz Watkins joining again for the dialogue. I will be attending that and strongly encourage you and your department colleagues to attend as well. A main topic of discussion is what is covered in the new CALL addendum. (see item #2 below and the CALL).

Due to the conflict, I would like to offer below a summary of three items I had on the agenda for our Chairs & VPAP meeting. I would be happy to reschedule our June 4th meeting rather than replacing it with this email summary. Let me know if you would like me to do that.

Dan

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1. Equity in the implementation of ASMD

Initially, APO considered that data on ASMD utilization might provide clarity on these issues. However, after looking into it, a data analysis presents several challenges. The approved ASMD requests often lack specific details about which courses are being released, making it difficult to assess the impact on teaching loads. Even when course releases are specified, accounting for the degree of difficulty in teaching courses is complex and subjective, and furthermore, our AP partners in the colleges tell us that what is on the form does not always match what actually happened. Additionally, comparing course reductions among faculty is challenging due to differences in departmental teaching loads and the distribution of courses across academic terms. Altogether, these factors complicate efforts to analyze and compare ASMD utilization data effectively.

Based on thoughtful discussions with Katina, several department chairs at the APO Department Chair Development Forum on April 9, 2025, and my VPAP counterparts during a systemwide meeting on May 8, 2025, I have arrived at a position that equity in the implementation of ASMD is best understood as *ensuring that each faculty member has the agency to negotiate their ASMD agreement with their department chair*. Creating a campus environment where this agency is realized requires that both chairs and faculty have a clear understanding of the ASMD policy and recognize that good faith efforts to implement it are a shared responsibility. APO is committed to using our faculty outreach initiatives to promote these understandings

2. Update to CALL Addendum

I have attached the updated version which now includes the impact of Federal Actions. As Federal Actions join the Pandemic, the addendum has also been restructured to set the stage for multiple circumstances. You will find an introductory section that explains the purposed of the addendum followed by a section on the Pandemic and then a section on Federal Actions. There is some redundancy in the latter two sections, but that is intentional to make those sections self-contained.

3. Faculty Awards

An initial call will be going out shortly for identification of Faculty Awards for the period 7/1/2024 thru 6/30/2025 that can be recognized at the Scholars Day dinner during the winter quarter. We usually send out the call for Faculty Awards in the Fall Quarter. We want to get it out earlier, before faculty disperse for the summer, so that we have time to do the vetting. We will send out a follow-up call in the fall quarter for any awards that came in during June and also as one final opportunity to have a Faculty Award considered for the recognition dinner.

Daniel Jeske
Professor of Statistics
Vice Provost of Academic Personnel

ACADEMIC PERSONNEL REVIEW PROCEDURES FOR SENATE FACULTY

**"THE CALL"
2025-2026AY**

**OFFICE OF THE PROVOST & EXECUTIVE VICE CHANCELLOR
VICE PROVOST FOR ACADEMIC PERSONNEL
JULY 1, 2025**

APM 220-80C: “Each campus shall develop guidelines and checklists to instruct Chairs about their duties and responsibilities in connection with personnel reviews.”

Addendum: Academic Personnel Review and External Circumstances

This addendum to the AY25-26 Call provides guidance to address the impact of external circumstances that have the potential to inhibit normal progression of Senate faculty through merit and promotion reviews. The addendum is an evolution of prior addendums that were established to address the impact of the COVID-19 pandemic. This edition introduces the impact of federal actions that may warrant special consideration when reviewing merit and promotion files for faculty.

While the addendum specifically applies to AY25-26 files, it may be updated in future years to reflect the evolving impact of current and future external circumstances. The guidance in the addendum is based on the following set of principles:

1. An overarching goal is to prevent faculty from becoming academic victims of external circumstances.
2. It would be better for our campus to overestimate the impact of a given external circumstance on faculty productivity than to underestimate it.
3. It is important to protect the pursuit of tenure by assistant professors from adverse impacts of an external circumstance that are beyond their control, but it is also important to recognize that associate professors and full professors are also trying to reach important career path milestones.
4. It is important to the campus climate that there be tools in the personnel review process that support faculty in staying on track with their career despite the external circumstance.
5. It is recognized that there can be a disparity in the impact of external circumstances between disciplines, and even between sub-disciplines.
6. It is recognized that external circumstances can have a differential impact on different faculty because of their personal circumstances.

COVID-19 Pandemic

For Faculty Preparing Files

Stop the Clocks for one year will be granted upon application by assistant professors for issues arising from the COVID-19 pandemic. Assistant Professors will need to use the Stop the Clock Certification Form to make this request. Supporting documentation (requested on the form) does not need to be provided in this case. A COVID-19 related request for Stop the Clock will not count toward the 2-year maximum for Stop the Clock requests. For assistant professors who have reached their 2-year Stop the Clock maximum, the required approval for a third year will receive expedited review by UC systemwide provost, Katherine Newman. The maximum number of STCs that can be approved for any reason is three.

Faculty may choose not to include teaching evaluations in their files for classes taught in Spring 2020, but beyond that quarter, student teaching evaluations should be included per the guidance provided in APM-210. Student teaching evaluations from all classes taught between Spring 2020 and Spring 2022 (inclusive) have a watermark indicating they were taught during the pandemic.

Departments should include a separate statement as an addendum to the department letter, limited to one page, that describes the impact to-date of the COVID-19 pandemic on their discipline, including increased specificity for sub-disciplines as necessary.

It is recommended that candidates explain the challenges and opportunities presented by the COVID-19 pandemic on their research, teaching, or service when preparing the self-statements and updating their eFilePlus. For this purpose, candidates can either: a) use space in their self-statement, or b) include a separate statement, limited to one page and limited in scope to discussion of individual COVID-19 pandemic challenges. The candidate should offer comments on anomalies in the record that are due to the impact of COVID-19 such as the campus closure, research ramp-down and/or ramp-up activities, restricted travel, event cancellations, and impaired work time. Candidates are advised to exclude personal information, and to keep the focus on how they were impacted and not why. Candidates should also offer comments on the positive contributions they made to help the campus overcome the challenges of the COVID-19 pandemic. Departmental reviews, Deans, CAP, VPAP, Provost, and Chancellor will take these factors into consideration during the review.

For Department Chairs And Faculty Mentors

Encourage candidates to be as specific as possible when writing their contribution statements for collaborative publications. It will be helpful to reviewers to understand the contributions as conceptual, methodological, resource enabling, project administration, and/or dissemination activities.

Per APM-210, “Work in progress should be assessed whenever possible.” Candidates should be encouraged, for example, to include scholarly work submitted to a peer-review process and comment on completed work that could not be exhibited due to closures of exhibition venues. References to these materials should be reviewed and commented on in the department letter. The department's feedback on these materials will be instrumental in closely contested decisions.

For Reviewers

[Section II.A.5](#) of the CALL reminds reviewers to use the flexibility provided in APM-210 when weighing achievements across the different evaluation areas. The COVID-19 pandemic will have created situations where faculty have demonstrated exemplary effort in teaching and service that compensate for their reduced opportunity to reach norms in research productivity. The COVID-19 pandemic may have required the University to refocus its ongoing activities, and consequently the work of faculty members may have departed markedly from established academic patterns. APM-210 states that in these cases, review committees must take exceptional care to apply the criteria with sufficient flexibility.

Use the flexibility afforded by APM-210 to:

- a. Give due recognition to faculty community engagements that demonstrate the impact of their research.
- b. Be mindful to reward mentoring and advising activities. Per APM-210, “Mentoring and advising of students and faculty members, particularly from underrepresented and underserved populations, should be given due recognition in the teaching or service categories of the academic personnel process.” The review process should consider the role of the candidate both in the inter-personal aspects of mentoring (what might fall under teaching category) and the scholarly engagement of the candidate in leading and contributing to the advancement of the research (what might blend into the research category).
- c. Offer greater reward for scholarly activities that might otherwise be regarded as secondary activities in normal circumstances. As one illustrative example, in some disciplines a review paper might be considered a secondary activity, but this activity could be reviewed in the context of how the COVID-19 pandemic hampered other primary activities.

- d. Recognize and reward faculty for responding to the need to pivot toward new and equally viable forms of scholarship when the traditional norms were obstructed by the pandemic. This is especially important to keep promotion files from being unduly delayed.

Covid-Impacted Merit Half-Step

For AY25-26, an O/S salary increase of half the merit step salary increase can be proposed when an on-schedule merit file is judged insufficient for a merit advance solely due to COVID-19 issues. In these cases, the judgment that should be rendered is that the file was on track for a merit advance until it was derailed by events pertaining to the COVID-19 pandemic during the March 2020 through September 2025 time-period.

Assistant professors who are not awarded a merit advance but receive the half step O/S salary increase according to the above provision, will have their merit file marked as “COVID-19 Impacted.” They should request a one year Stop the Clock if they have not done so already, and they should have an updated merit file reviewed again in AY26-27.. If the review is positive, the half O/S salary increase will be replaced by the scale salary increase that corresponds to the merit advance.

Note: This provision does not apply to accelerated merit advances, merit advances to Professor Step VI, merit advances to Professor Above-Scale, or promotions since those personnel actions occur at barrier steps that involve longer review periods. Nor does the provision apply to files that already received a “COVID-19 Impacted” outcome in AY20-21, AY21-22, AY22-23, AY23-24 or AY24-25.

Covid Retroactive Pay At Promotion

Faculty who have positive outcomes in AY25-26 for promotion to Associate Professor, promotion to Full Professor, Advance to VI, and Advance to A/S are eligible for consideration of a retroactive pay increase for the raise that accompanies the promotion.

For consideration of the retroactive pay increase, faculty who put forward promotion files should submit a COVID-19 Promotion Statement that explains why the effects of the pandemic caused the promotion file to be held back in AY20-21, AY21-22, AY22-23, AY23-24 or AY24-25. The statement should point to materials that are in the file now but were not there earlier, and it should be explained how the pandemic was the reason for the delay.

When review bodies are positive about the promotion, they will also provide a vote on their assessment of the COVID-19 Promotion Statement in terms of whether the assertion the promotion was delayed by the pandemic is valid. Faculty who receive a positive outcome to their promotion file along with a determination that the promotion was delayed by the pandemic will receive their salary increase for the promotion retroactive to either July 1, 2021, July 1, 2022, July 1, 2023, July 1, 2024, or July 1, 2025, depending on what was judged to be the length of the delay.

NEW FOR AY25-26: Federal Actions

For Faculty Preparing Files

It is recommended that candidates explain the challenges and opportunities presented by federal actions on their research, teaching, or service when preparing their self-statements and updating their eFilePlus. For this purpose, candidates can either: a) use space in their self-statement, or b) include a separate statement, limited to one page and limited in scope to discussion of individual challenges

related to federal actions. The candidate should offer comments on anomalies in the record that are due to the impact of federal actions including, but not limited to, canceled grants, delays in the review process for proposals, reduced funding budgets to specific areas of research and/or creative activities, diminished access to data sets, and missed travel opportunities. Departmental reviews, Deans, CAP, VPAP, Provost, and Chancellor will take these factors into consideration during the review.

For Department Chairs And Faculty Mentors

Encourage candidates to be as specific as possible when writing their contribution statements for collaborative publications. It will be helpful to reviewers to understand the contributions as conceptual, methodological, resource enabling, project administration, and/or dissemination activities.

Per APM-210, “Work in progress should be assessed whenever possible.” Candidates should be encouraged, for example, to include scholarly work submitted to a peer-review process and comment on completed work that could not be exhibited due to closures of exhibition venues. References to these materials should be reviewed and commented on in the department letter. The department's feedback on these materials will be instrumental in closely contested decisions.

For Reviewers

Recall that [Section II.A.5](#) (Review Criteria) of the CALL reminds reviewers to use the flexibility provided in APM-210 when weighing achievements across the different evaluation areas. Federal actions may require the University to refocus its ongoing activities, and consequently the work of faculty members may depart markedly from established academic patterns. APM-210 states that in these cases, review committees must take exceptional care to apply the criteria with sufficient flexibility.

Reviewers should use the flexibility afforded by APM-210 to:

- a. Give due recognition to faculty community engagements that demonstrate the impact of their research.
- b. Be mindful to reward mentoring and advising activities. Per APM-210, “Mentoring and advising of students and faculty members, particularly from underrepresented and underserved populations, should be given due recognition in the teaching or service categories of the academic personnel process.” The review process should consider the role of the candidate both in the inter-personal aspects of mentoring (what might fall under teaching category) and the scholarly engagement of the candidate in leading and contributing to the advancement of the research (what might blend into the research category).
- c. Offer greater reward for scholarly activities that might otherwise be regarded as secondary activities in normal circumstances. As one illustrative example, in some disciplines a review paper might be considered a secondary activity, but this activity could be reviewed in the context of how federal actions hampered other primary activities.
- d. Recognize and reward faculty for responding to the need to pivot toward new and equally viable forms of scholarship when the traditional norms were obstructed by federal actions. This is especially important to keep promotion files from being unduly delayed.

Federally-Impacted Merit Half-Step

For AY25-26 an O/S salary increase of half the merit step salary increase can be proposed when an on-schedule merit file is judged insufficient for a merit advance solely due to federal actions. In these cases, the judgment that should be rendered is that the file was on track for a merit advance until it was derailed by events pertaining to federal actions during the January 2025 through September 2025 time-period.

Assistant professors who are not awarded a merit advance but receive the half step O/S salary increase according to the above provision, will have their merit file marked as “Federally-Impacted.” They should request a one year Stop the Clock if they have not done so already, and they should have an updated merit file reviewed again in AY26-27. If the review is positive, then half O/S salary increase will be replaced by the scale salary increase that corresponds to the merit advance.

Note: This provision does not apply to accelerated merit advances, merit advances to Professor Step VI, merit advances to Professor Above-Scale, or promotions since those personnel actions occur at barrier steps that involve longer review periods.