

*Welcome*

Department Chair  
Workshop  
Spring 15-16AY

**Ameae M. Walker**

Vice Provost for Academic Personnel

**Tuesday, May 31, 2016**  
12 noon – 5:00 p.m.

# Agenda

12noon –12:30pm	Registration and Lunch
12:30 – 12:40pm	Welcome & Explanation of Workshop Structure <i>Vice Provost Ameae Walker</i>
12:40 – 1:45pm	Working Sessions
1:45 – 2:00pm	Break
2:00 – 5:00pm	Review & Discuss Results of Working Sessions & Wrap up.

# Workshop Purpose

To discuss items in the academic review process with a focus on the Department Chair's responsibility. The goal is to have everyone benefit from the collective wisdom of the group. It is not a test of how well you can look up current rules, but an examination of how we can improve what we do.

# Main Themes

TABLE #	TOPIC OF DISCUSSION
1	Out of the Ordinary
2	Department Personnel Meetings
3	Monitoring comments in statements/letters
4	Department Letters- have we improved?
5	New Chair training/Chair's 201
6	Meetings with faculty & on time completion of e file
7	Inter-department and Inter-college appointments
8	Expectations for Professor of Teaching appointment/advancement

# Structure of presentation

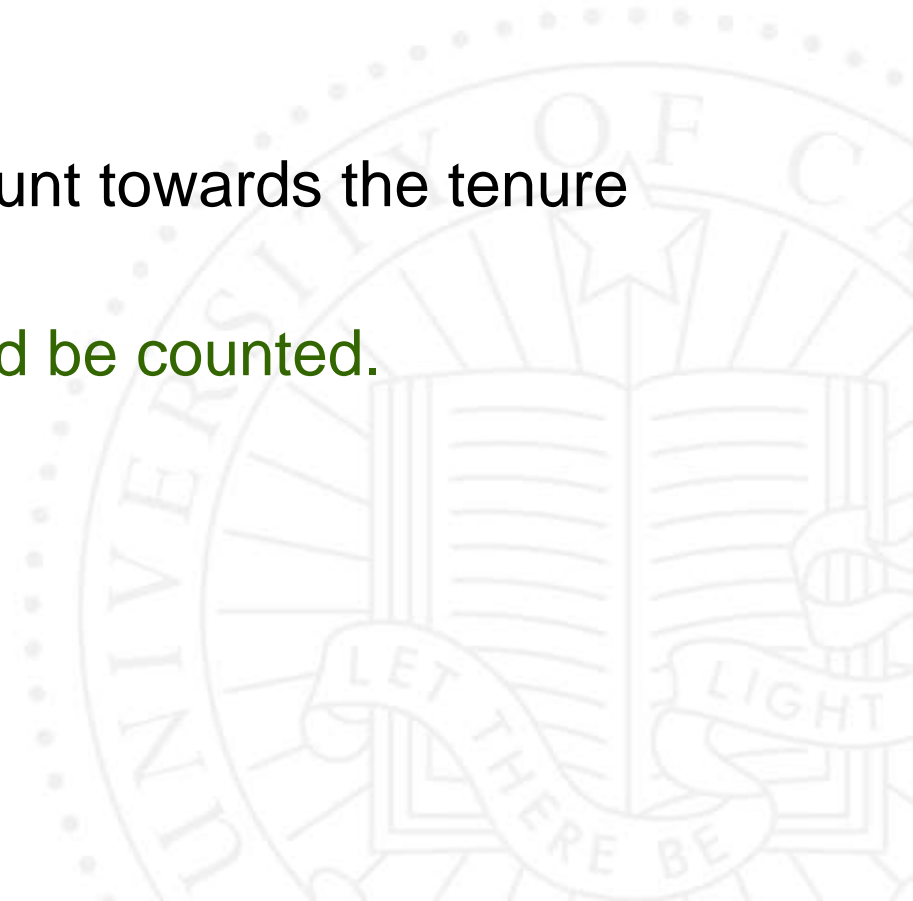
- ▶ For those unable to attend, the following slides include a series of questions and answers produced by the working group assigned those questions in this color. These may be followed by comments from the VPAP-in this color.

## Table 1: Out of the Ordinary

- 1: If an Assistant professor is appointed June 30<sup>th</sup> 2016 in order to take advantage of the 2013 pension plan and then takes a leave without salary until their lab is ready and arrives on campus Jan 1, 2017
- A) What date will the first merit file be due?  
File is due Fall 2017, effective July 1, 2018
- B) If they have published 3 papers since the appointment file was submitted, but before actual arrival at UCR, how do you deal with those?  
Credit as new work on Difference List.

## Table 1: Out of the Ordinary

- › 1 contd.
- › C) If arrival is June 30<sup>th</sup> 2017, does that change anything?  
    No
- › D) Does the leave period count towards the tenure clock?  
    The first year WOS would be counted.



## VPAP Comments on Table 1: Out of the ordinary

- › 1: If an Assistant professor is appointed June 30<sup>th</sup> 2016 in order to take advantage of the 2013 pension plan and then takes a leave without salary until their lab is ready and arrives on campus Jan 1,2017
- › A: Don't forget the 025 Conflict of Commitment filing and if still being paid elsewhere, don't have them sign over intellectual property rights to UC.





## VPAP Comments on Table 1: Out of the ordinary

- › 1 If an Assistant professor is appointed June 30<sup>th</sup> 2016 in order to take advantage of the 2013 pension plan and then takes a leave without salary until their lab is ready and arrives on campus Jan 1,2017
- › 1B: First Personnel Actions at UCR Only
- › Items that were not credited at appointment, but which have been completed (e.g. grants awarded, papers published, talks given) between the submission of the appointment file and date of appointment may be included. The new review period along with the items that would normally fall under an eFile category must be included on the cover sheet of the Department Letter.

## Table 1: Out of the Ordinary

- 2: When should faculty be advised to defer?
  - a) If the candidate is not meeting the criteria for a merit/promotion or at barrier step.
  - b) When a candidate has significant work in progress or major work, which would give a bigger impact for a promotion or acceleration if they wait until the next review cycle.
  - c) When one of the three areas, research, teaching, or service needs essential improvement.

## VPAP Comments on Table 1: Out of the Ordinary

- 2: When should faculty be advised to defer?
- Depends a lot on the faculty member and the likely response to a negative personnel action versus your advice to defer.
- Be careful to make sure a faculty member realizes it is their decision and that their file will be fairly evaluated regardless. Remember that files are judged on accomplishments and not promise.



## Table 1: Out of the Ordinary

- ▶ 3: If an Associate professor has deferred, and it has been 4 years since their last merit, how should the file be discussed?

The file should be evaluated, including the work done during the full four year period as though it was done for the normal time at step.

## Table 1: Out of the Ordinary

- 4: What constitutes an unsatisfactory quinquennial? Should there be any refinement for an Associate versus Full Professor, step II?

No research work published or in pipeline, poor teaching, and low service contribution appropriate for rank and step.

Also depends on case by case basis. Some cases could be unsatisfactory if 2 of 3 categories are poor.

## Table 1: Out of the Ordinary

- › 5: If a faculty member is either not a good teacher or is in your opinion not fairly evaluated by students, what strategies are available to you to
  - › A) Help them with their teaching performance?
    - Assigning a mentor
    - Utilize resources from Academy of Distinguished Teachers.
    - Work with candidate, to video class performance
    - VPUE runs courses for new faculty, but others can enroll
  - › B) Provide alternative measures of their teaching?
    - Assign peer evaluators to visit class.
  - › C) Take advantage of their other skills without disadvantaging their promotion when their file is reviewed by those outside the department?
    - Assess their strengths, and assign them classroom conditions in which they could be successful while still being fair to department workload assignments.

## VPAP Comments on Table 1: Out of the Ordinary

- › 5: If a faculty member is either not a good teacher or is in your opinion not fairly evaluated by students, what strategies are available to you to
  - › B) Provide alternative measures of their teaching?
  - › Peer evaluation
  - › C) Take advantage of their other skills without disadvantaging their promotion when their file is reviewed by those outside the department?
- › If you do this, you must describe what compensated so they are not disadvantaged. E.g. serving as grad advisor or overseeing re-accreditation etc. We must be fair and make sure that time available to do research is equitable and also that those who just aren't willing to put out the effort to improve their teaching are not rewarded by having more time for research.

## Table 1: Out of the Ordinary

- 6: What is the best way to include other academics (postdocs, project scientists, academic coordinators, research faculty etc) in both the intellectual and social life of the department?

Department parties, seminars, retreats, workshops, give opportunities for them to contribute to department service, such as organize conferences, participate on committees, staff search committees.



## Table 2: Departmental Personnel Meetings

- 1: Personnel meetings can only be considered fair if conducted in a professional manner, which includes maintenance of confidentiality. If a faculty member breaks confidentiality by informing a candidate of aspects of the discussion, what should you do?
  - Pro-active approach: remind the faculty of the need for confidentiality and appropriate procedure
  - Managing consequences of the breach of confidentiality
    - If of substance, content of discussion should be reflected in letter
    - Remind faculty of proper procedure
    - Speak to people involved
      - the person who broke confidentiality
      - Speak with candidate to ensure that what was shared is put in proper context
      - Inform the faculty member whose comments were “leaked”
      - Work to convince candidate and other faculty members involved not to make the issues an ongoing one (avoid “festering” or factions)

# VPAP Comments on Table 2: Departmental Personnel Meetings

If a faculty member breaks confidentiality by informing a candidate of aspects of the discussion, what should you do? This is a violation of the faculty code of conduct. You might want to remind faculty of this at the beginning of personnel season and take action if suggestions on previous slide do not resolve.

Office of Administrative Resolution

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## Addresses Issues of:

- Inappropriate & improper faculty behavior
- Breakdowns in collegial faculty relations
- Violations of the Faculty Code of Conduct (APM-015)

## Through:

- Consulting & Advising
- Mediation & Informal Resolution
- Formal Disciplinary Procedures

## Table 2: Departmental Personnel Meetings

- 2: What are the best ways to include junior faculty in the discussion of academic personnel files?
  - Pros and cons of junior faculty to attend official discussion of files:
    - Con: time sink
    - Pro: awareness of process and expectations, general engagement in dept
  - Practices to consider:
    - Collect an “advisory vote” for those not yet eligible to vote and include in the letter
    - Internal ad hoc committee to evaluate the files
      - Present to the faculty
      - Draft the department letter (summary of file/letter draft available for review before the meeting, adjusted after the meeting to reflect the discussion)
      - May include some junior faculty
    - Chairs to provide sample of tenure files and clear examples of successful files and expectations
    - Chair to host a discussion group with all junior faculty to discuss tenure expectations and process

# Departmental Meeting-Table 2

2: What are the best ways to include junior faculty in the discussion of academic personnel files?

Bylaw 55 and extension of voting rights – pros: increases sense of involvement, reduces appearance of discrimination, increases anonymity and fairness (e.g. 2 senior faculty voting on one another is not good), very best way to learn what is expected of you as a junior faculty member, generally improves behavior of all participants.

What other campuses have done with only a few at senior rank- VPAP appoints senior faculty from another department -do you want this?

In small departments, at the very least consider having all tenured faculty vote on all files and all faculty vote on appointments



## Table 2: Departmental Personnel Meetings

- › 3: What are the best strategies to ensure that the departmental letter writer representatively captures the majority opinion and the minority opinion i.e. in proportion to the vote?
  - › Tasks for Chair
    - › Note taking during the meeting to capture key phrases and opinions
    - › Consider sharing the letter with the original department ad hoc committee (if applicable) to review it prior to being made available to entire department
    - › Ensure letter is available for review and faculty understand the value in looking at it and sharing comments
    - › Ensure tenor of letter agrees with the vote – letter must explain the votes explicitly
    - › Remember that a negative vote deserves an explanation (if this can be identified/requested based on balloting system)
    - › Remind faculty that letter must reflect the department and not the chair or ad hoc committee
    - › Reconsider process if regular/frequent minority reports

## Table 2: Departmental Personnel Meetings

- 4: Is there value to straw votes prior to the official vote?
  - Pros: a way to identify direction department is “leaning” and see whether additional discussion is needed for best time management
  - Consider an anonymous straw poll method in the department meeting
  - Efile provides a mechanism of inputting anonymous comments which can serve as a virtual straw poll – this can also be a good mechanism to inform the chair of discussion points for meetings

## Table 2: Departmental Personnel Meetings

- › 5: What are the best strategies for maintaining a focused (research, teaching and service) and respectful discussion?
  - › Pro-active: remind colleagues of need for focus, respect, and decorum prior to the discussion
  - › Give substantive background on the file that is relevant for consideration (i.e. context to any leave, modified duty, absences, teaching releases, or other unique factors)
  - › Keep discussion returning to elements that are core criteria
  - › Consider asking ad hoc committee to present on these core criteria
  - › Give each member of the department present an opportunity to add new thoughts to the discussion

## Table 2: Departmental Personnel Meetings

- 6: If you have a department with a disciplinary split (theoretical *versus* experimental physics, pure *versus* applied math, finance *versus* management, quantitative *versus* qualitative sociology, medieval *versus* 20<sup>th</sup> century history etc), how could you promote cross-disciplinary appreciation? Do advocacy committees (essentially ad hocs within the subdiscipline) help?
  - Pro: Ad hocs may be put together in a sub-disciplinary way to provide this more specific guidance to the department
  - Con: Ad hoc may be part of one “faction” and still not get the buy in from the broader department
  - Caution – if disciplinary split is so pronounced, it needs to be recognized and dealt with beyond the personnel meetings (and preferably in advance of)
  - In split departments, the department should agree ahead of time on a framework for a discussion (ie what counts as good work and productivity in this sub-discipline)



## Table 2: Departmental Personnel Meetings

### › Other useful ideas

- › Reconsider rules in “the Call” for Chairs’ role
  - › With growing institution and larger role for department chair, consider splitting responsibilities (i.e. vice chair for faculty recruitment or merit and promotions)
- › Have VPAP Summarize how different departments conduct their merit and promotions process (as a learning tool for others)
  - › i.e. use of ad hoc committees, advocacy committees, voting procedures, discussion protocols
- › Ensure secure “virtual” voting mechanism for departments that have members with long-term legitimate reasons for being off campus

## Table 3: Monitoring Comments and Statements

1: Professor X rarely comes to committee meetings and his behavior is disruptive when he does come.

- Which is the more appropriate statement to be included in the departmental personnel letter and why?
  - A) The faculty votes against the merit because Professor X is rude and uncooperative and does not do his share
  - B) The faculty votes against the merit because Professor X does not contribute effectively to his assigned service duties
- 
- B; not personal, not a value judgment, but does directly address one of the three areas of evaluation during personnel action, which is service
  - Premise? Is this a reason to vote against a merit? Solely? Context must be important.
  - Revised question: What to do when claimed service is questioned, if anything?

## Table 3: Monitoring Comments and Statements

- › 1 contd
- › How can you find out whether or not professor X has similar issues with Senate service? Are there any constraints if you do this?
  - › Consensus seemed to be that tracking down every department member's committee service would be condescending, inappropriate, and burdensome
  - › Unintended consequence: if mediocre Senate service impeded merit, people will not serve in Senate

VPAP- lack of Senate service does impede files

VPAP-Senate meeting attendance record is on website, but if examined for one person, must be examined for all in that cycle.

## Table 3: Monitoring Comments and Statements

- ▶ 2: If there is something written in a candidate's self-statement or response to departmental letter or in a minority report that covers something other than teaching, service or research, what should you do? Is there any difference in this regard between the self statement and the other two documents?
  - ▶ Self statement: they can write whatever they want; Chair can advise them that they might want to reconsider, but can't have them change it
  - ▶ Minority report has to follow rules; must strike anything unrelated to the three
  - ▶ Candidate response: can only address issues in department letter and therefore can only address Research, teaching and service

## Table 3: Monitoring Comments and Statements

- 3: Is the following statement appropriate?
- Professor Y has performed exceptionally well, producing 3 papers during this period of review, despite having the additional demands of a new mother.
  - Not only is it inappropriate, but it is not allowed.

## Table 3: Monitoring Comments and Statements

- 4: What do you think should happen when a candidate refuses to amend a response to the departmental letter?
  - Candidate's comments go forward as written. Nothing.
  - VPAP- the reason for the rule is concern that the comments may influence the outcome and therefore that the case is not being judged solely on accomplishments in research, service and teaching

## Table 3: Monitoring Comments and Statements

- ▶ 5: What do you think should happen if a tenured candidate refuses to complete their e file by the department deadline?
  - ▶ Must meet deadline. If not it, it's an automatic deferral. Challenge is quinquennial reviews and pre-tenure Assistant Professors. For quinquennials, go forward with what's there, but before that, try very hard to persuade colleague to prepare the file.
  - ▶ If legitimate reason for delay, try to extend, but eventually the deadline's the deadline

# VPAP Comments on: Monitoring Comments and Statements

- Of the first 147 files received in APO this year, 47 had to go back to the department--- Means that all of us are doing 33% more work than is necessary!





## Table 4: Department letters

- › 1: Critique the following excerpt from a departmental letter
- › Professor D's research is on the electrophysiology of rodent vibrissae. During this review period, Professor D has published 5 technical journal articles in high ranking journals in her field. The faculty consider this excellent productivity.
- › **Lack of specificity about the impact of research on the field.**
- › **Lack of context; general impact of scientific endeavor within the field. What was Professor D's role in the research? Was it done in his/her lab?**
- › **What is the expected productivity in this field, e.g. a paper every year?**
- › **VPAP-what is high ranking journal in her field- Top 5% or 50%? What is the field – all those interested only in rodent vibrissae or all electrophysiology or all mammalian biology?**

## Table 4: Department letters

- › 2: Critique the following excerpt from a departmental letter
- › Professor E has done an excellent job in all areas of review and so the faculty recommends a merit to Associate professor, step IV O/S with an additional Half step O/S.
- › **This sounds like a concluding sentence. It would be good to give details. If this is not a concluding statement, have a separate sentence for a normal merit, and then a separate recommendation for off-scale. Have separate statements on normal, and the off-scales. Indicate a faculty statement about the strength of the vote. The conclusion is too dry.**

## Table 4: Department letters

- **3:** Professor F is a full professor, step II in a laboratory science and hence needs grant funding to sustain his research. He has been without grant funding for 3 years and is so frustrated that he refuses to write any more grants. Nevertheless, he has published what most would consider a sufficient number of impactful, high quality papers from his previously-funded work and participated in some interesting collaborative studies. His teaching is excellent and he is an excellent department and campus citizen. What do you say about his lack of grant funding? How do you help?
- **Absence of money should not be a barrier to advancement. Lack of money is offset by the excellent amount of work in high impact journals. Specifically, while some colleagues may have concerns that lack of success in a peer review grant process indicates poor quality of research, this is off set by the success in publishing in high impact journals where the peer review standards are very high. Thus, this publishing in high impact journals should be enough to assuage skeptics. Despite having no money, Prof F has done excellent research. We need to be sensitive to the field and ability to obtain grants in that field. Department should help Prof D to seek help from colleagues (peer critique), grant writers.**
- **VPAP- Office of Research offers a lot of help in this area – contacts at funding agencies, grant-writing, trips to funding agencies etc. Also, some perspective that most have to write several grants to get one.**

## Table 4: Department letters

- › 4: Critique the following excerpt from a departmental letter.
- › Professor G is on 4 department committees, one senate committee and one campus committee. He has reviewed 16 manuscripts for journals, given 2 talks at National meetings and participated in a workshop in Greece. His service is therefore considered excellent
- › Some of the activities are not service but other activities, Service should indicate extent of commitment. We need context about the impact of these journals that have been reviewed.
- › VPAP- all of these are service. Don't list what is already present in the file- talk about quality, hours, importance etc

## Table 4: Department letters +

- › 5: How are contributions to diversity included in the letter?
- › **Diversity should be written in research, teaching and service, as research supports. Address positives in the file on diversity.**
- › 6: Is it time to make e file mandatory? What are the constraints?
- › **We should make it mandatory for hires after a given year. The system needs to be more user friendly**

# VPAP Comments on Departmental Letter

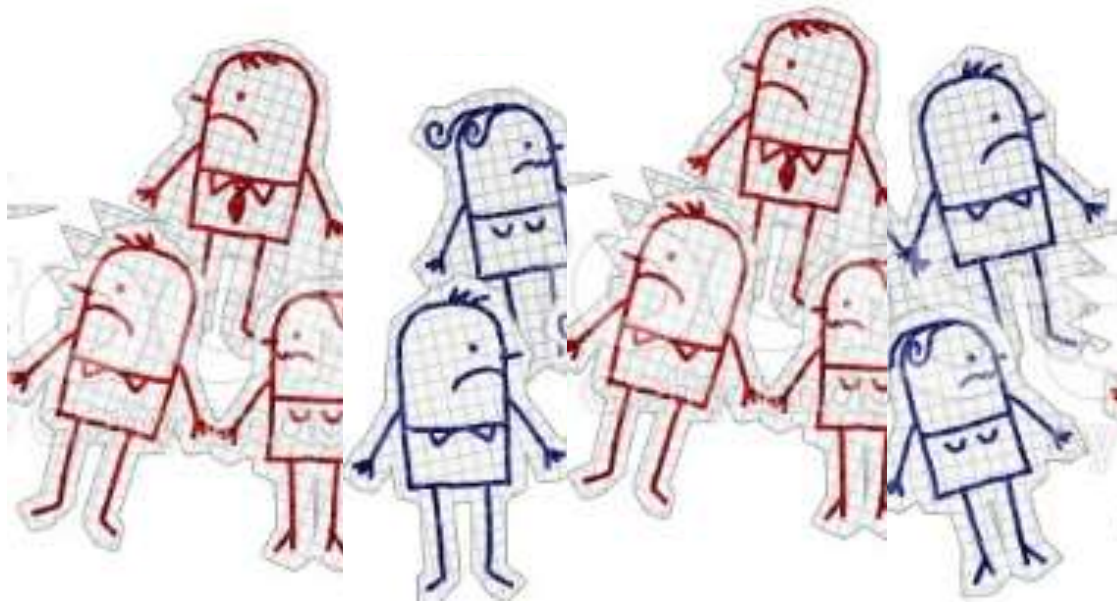
We need evaluative comments such as “important breakthrough”, “first to show”, “only one to tackle such a difficult problem”, “technically very challenging”, “controversial and therefore more difficult to publish”, “years to accumulate data”, “chosen by faculty of 1000”, “will feed the world”, “most important prize in modern art”, “seminar presented at best-ranked philosophy dept. in US”, “curation at most important gallery in New York” etc. priority score on unfunded grant could be useful



**A paper by Maggie Simpson, Kim Jong Fun and Edna Krabappel was accepted by two scientific journals in 2014.** "Fuzzy, Homogeneous Configurations." This was a nonsensical text, submitted by engineer [Alex Smolyanitsky](#) in an effort to expose a pair of scientific journals — the [Journal of Computational Intelligence and Electronic Systems](#) and [Aperito Journal of NanoScience Technology](#).

# VPAP Comments on Departmental Letter

The departmental letter should represent the balanced and integrated opinions of the group. It should not be a Chair's letter or an ad hoc letter. It should not be copied and pasted from a candidate's personal statement. It should not be composed by a staff person.



# VPAP Comments on Departmental Letter

If a new paper/exhibit etc was not listed when the requests for outside letters went out, make sure to say this in dept. letter.

Evaluate collaborative research -does it show dependence, does it result in research that could not otherwise be done, does it result in synergy, does it attract new kinds of funding etc?

This is particularly important for promotion files. I don't like percentages

Be balanced in the evaluation.

Advocacy is a good trait, but if all faculty in the department all deserve an acceleration year after year, then the letter becomes useless



Less than optimal aspects of the file have to be addressed, but keep matters proportional

Explain all negative votes



## VPAP comments on Departmental letter

- While student teaching evaluations are useful, they do not always tell the whole story. Students may evaluate on criteria other than those we would hope. Therefore, whether the evaluations are great or not so great, there should be commentary by fellow faculty. If applicable, evaluate all levels of teaching and place in the context of department norms in terms of load. If evaluations are less than one would hope, what has candidate/department done to try to improve? Has improvement occurred? Also, CAP is seeing files where only 1 of 9 students has evaluated the course. As Chairs, please spread the word about the importance of student evaluations.
- Evaluate service contributions in terms of quality and time commitment and in terms of dept. and stage of career norms. The senate now keeps records of attendance at senate committees. You may request this information, but as in all things, this must be done for all candidates in the dept. if done for one.

## Table 5: New and Experienced Chair Support

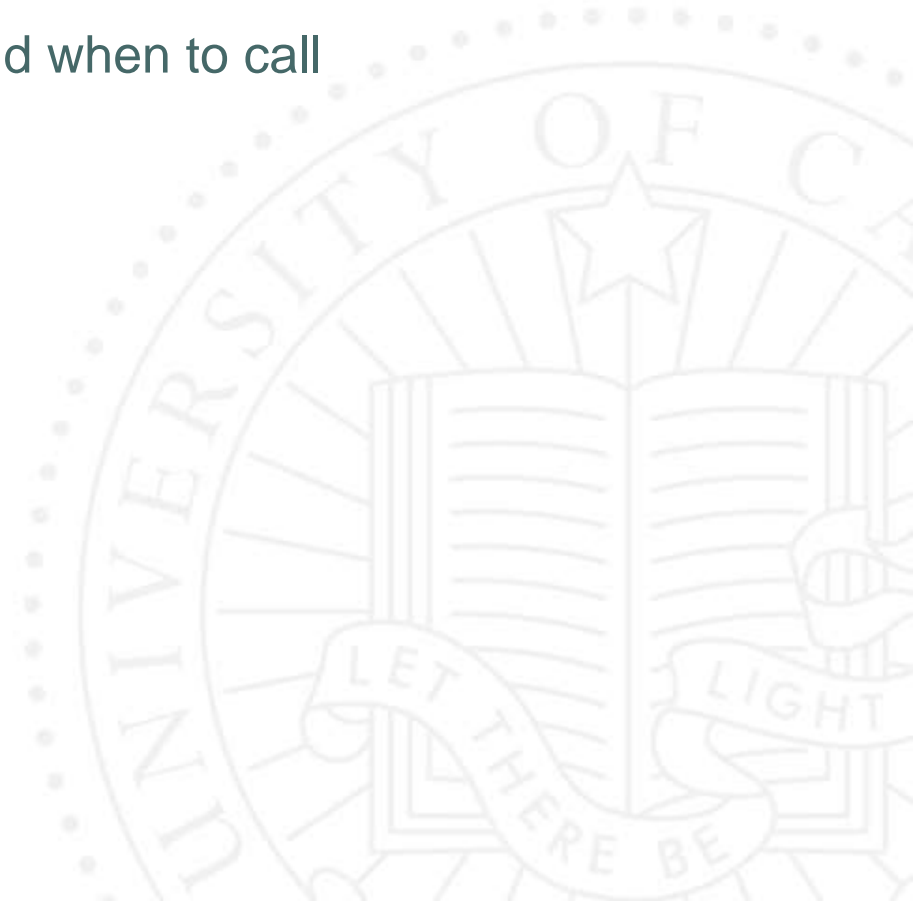
- 1: We are going to have a new Chairs orientation this year. What do you think **new** chairs likely do not know about or do not know enough about that could be effectively covered in an orientation (~ 3-4h) session? Do not confine yourself to academic personnel. i.e. what do you wish you/your chair had known on day one?
  - List of who current or outgoing Chairs are for mentorship opportunities.
  - Normal procedures for file reviews, abbreviated summary of The CALL.
  - Outline of the limitations of the Chair's power. What is it that the Chairs cannot do? Conversely, what should they do? What items require higher level or outside consultation?
  - Contact administration for assistance with dealing with crisis scenarios.
  - Resources available for dealing with disruptive faculty.

## Table 5: New and Experienced Chair Support

- 2: No day of the week or time of day can ensure the ability of all to attend, but what would make it more likely that Chairs would attend the 201 sessions?
  - Open bar
  - Doodle poll
  - Lunch sessions (with lunch provided)
  - VPAP – They were lunch sessions and lunch was provided and the one that was late afternoon had some of what you ask for!

## Table 5: New and Experienced Chair Support

- ▶ 3: What topics would be good to cover at the Chair's 201 sessions? Should we repeat some?
  - ▶ Repeat topics from last year
  - ▶ Challenging scenarios – Who and when to call
  - ▶ Cluster search process

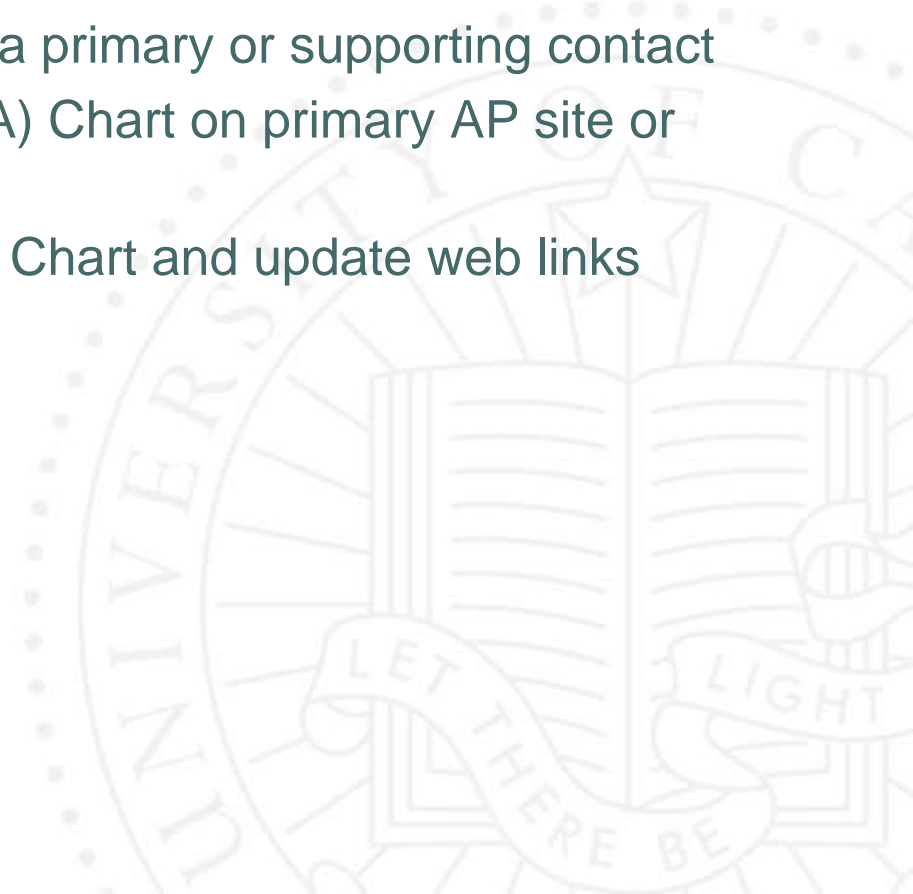


## Table 5: New and Experienced Chair Support

- 4: The position of Chair can rapidly become isolating in some departments. Beyond the Chairs 201 sessions, what could be done to create a supportive network?
  - Confidential list of senior Chairs or former Chairs willing to be contacted and available to provide advice
  - Facilitate outreach to senior faculty at other campuses
  - Network both external to one's own department and possibly even one's own campus
  - Networking event with open bar

## Table 5: New and Experienced Chair Support

- 5: What would be the most productive way for Chairs and AP staff to communicate their concerns to the administration?
  - Use apomail@ucr.edu either as a primary or supporting contact
  - Put Delegation of Authority (DOA) Chart on primary AP site or make more easily accessible
  - Add first point of contact to DOA Chart and update web links



# VPAP Comments on Table 5 - Chairs 201 in 2015

- › **Monday, October 5, 2015:** “[All Things Bylaw 55](#)”, Cherysa Cortez, Executive Director Academic Senate
- › **Thursday, November 5, 2015:** “[The Chairs' Roles and Responsibilities in the Merit and Promotion Process](#)”,
- › **Friday, December 4, 2015:** “[Joint Appointments and Joint Searches](#)”,
- › **Monday, January 5, 2016:** “[Recruitment Best Practices](#)”,
- › **Friday, February 5, 2016:** “[Leaves \(deep-dive\)](#)”, Sara Umali, Principal Analyst Academic Personnel Office
- › **Friday, March 4, 2016:** “[Stalled Faculty](#)”
- › **Friday, April 8<sup>th</sup>, 2016:** “[What has been your most difficult problem this year and how did you solve it?](#)”

## Table 6: Chair meetings with faculty & on time completion of e file

- 1: When is the best time of year to meet with faculty to discuss an upcoming personnel cycle and whether they should consider deferral, a merit, an acceleration, a promotion, a career review or a quinquennial?
- The ideal time is when the eligibility list is released in July, although it may be important to catch faculty in late Spring prior to leaving for research, in particular for faculty whose files require outside letters.
- 2: What is the most important information to have in hand to appropriately advise them?
- CV and/or eFile and the Call, in particular research and creative activity, service, and teaching



## Table 6: Chair meetings with faculty & on time completion of e file

- › 3: It is important to have some flexibility that allows for personal and professional circumstances in a given cycle, but what should be done if a particular faculty member is always behind the deadline for submission?
- › Regular reminders of the deadline up until that date with the chair reserving the right to refuse to let files go forward or referring to page 5 of the Call.

## Table 6: Chair meetings with faculty & on time completion of e file

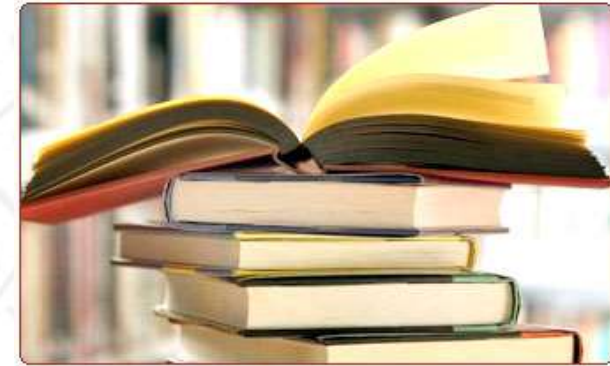
- › 4: Any good ideas about how to encourage faculty to complete their e files?
- › Make the eFile system more user friendly; for example, cutting and pasting more than one line would help or having the ability to have previous co-authors available on a list.  
VPAP- previous co-authors are available in system
- › 5: Who should help new faculty learn what categories to use for their publications/creative activities?
- › Department Chair or Academic Personnel Analyst, depending on the difficulty of the question.

## Table 6: Chair meetings with faculty & on time completion of e file

- › 6: What are the most common issues that hold up file processing?
- › Faculty who are habitually late with their eFile.
- › Sheer numbers of faculty files to review.
- › Confusion as to how to classify work.
- › Less than adequate staffing in personnel units.

## VPAP Comments on Chairs meeting with faculty

- 2: What is the most important information to have in hand to appropriately advise them?
- Actual updated difference list



Most scientists regarded the new streamlined peer-review process as 'quite an improvement.'



## Table 7: Inter-department and Inter-college appointments

- › 1: If Assistant professors are given joint appointments, how should their welfare be monitored in terms of progress towards tenure? Who should be responsible?
- › Bad idea for Assistant professors to have joint appointments
- › Conflicting advice from chairs? Prevent by meeting with both chairs annually – Go over MOU – put record in file.
  - › Where to publish?
  - › What is acceptable participation in a departments/college regarding service?
  - › Everyone needs to be on the same page
  - › Risk—Dean's make decisions faculty might not support
- › MOU should make clear from the beginning what the teaching and service expectations are

## Table 7: Inter-department and Inter-college appointments

- 2: Have Memoranda of Understanding been completed for joint appointments? Is there any important category missing from the VPAP's MOU memo? If no one at the table has/will have a faculty member with a joint appointment, just answer the second question.
- Yes!
  - CHASS/SPP; CNAS/SPP; GSOE/SPP
- What MOU? VPAP has re-circulated

## Table 7: Inter-department and Inter-college appointments

- › 3: If you had a faculty member with a joint appointment, how would you like to see the merit and promotion process handled?
- › Joint adhoc committee reviews file & writes report
- › Departments consider & vote
- › Each department drafts DRL summarizing discussion
- › If DRLs agree—only 1 Dean (home department) letter needed; if disagreement—2 departmental letters

## Table 7: Inter-department and Inter-college appointments

- › 4: Some teaching and service duties are more substantial than others. What do you think is the best mechanism for ensuring that a joint appointee is not over or under burdened by comparison to other faculty?
- › Agreement in writing (MOU) up front
- › Declare service in only 1 department for a particular period of time ? Rotate service?
- › Need to overcome perceived weasling on service— prevention and communication through MOU



## Table 7: Inter-department and Inter-college appointments

- › 5: Do you think there will be any faculty morale problems related to faculty within the same department being paid on different scales? What do you think can be done to prevent and ameliorate such problems?
- › Yes!
  - › Different scales
  - › Different norm of off scale
    - › Different markets
    - › Different opportunities
- › Will always have inequities
  - › Need to manage expectations up front

## Table 8: Expectations for Professor of Teaching appointment/advancement (LSOE/SOE)

- › 1: What are the criteria for merit advancement in this series?
- › Excellence in teaching and university and professional activity;
- › 2: How do they differ from those of a continuing lecturer?
- › A broader scope of activities; contributions to curricular development; research related to pedagogy and improved teaching
- › 3: How do they differ from those in the tenure track series?
- › Don't have a research expectation; can be Acad. Senate member if appointment is 100%; voting rights for other lecturers; rights may be expanded by Dept.
- › VPAP- There is a research expectation, but reduced versus tenure track: e.g. Research aimed at improving pedagogy or research in the discipline that involves undergraduates

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- 4: What do you think should be the accomplishments of someone in this series that would qualify them for promotion to Associate and then Full?
- Outstanding teaching; professional achievement and service at multiple levels; intellectual leadership in their field; professional recognition in teaching; introduce successful innovative methods;

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5: Under what circumstances might you envision a faculty member moving from the tenure track to the professor of teaching series?

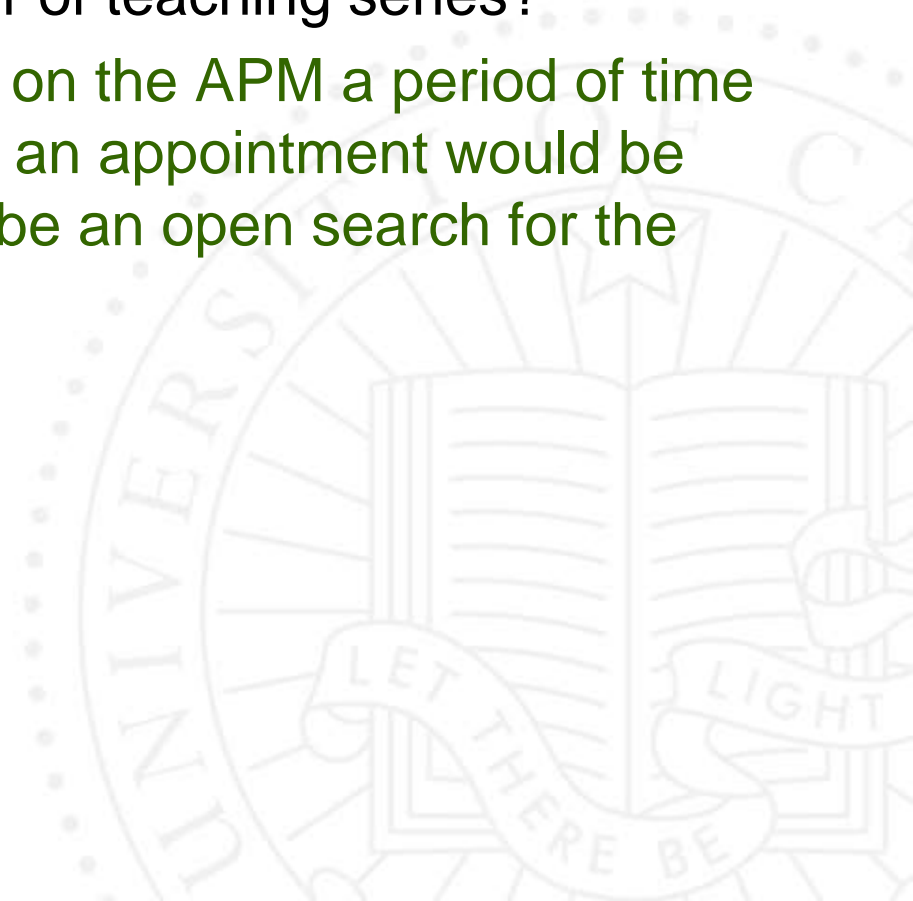
Outstanding teaching but insufficient and continuing lack of progress in research; professor and department mutually agree that the individual's primary contribution to the department is in the area of teaching;

VPAP- remember though that the person needs to be committed to improving teaching in the department and not just doing a good job of their own teaching. These positions will soon officially be Professors of Teaching, X.

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6: Can a tenure track Assistant professor be denied tenure and then be employed in the Professor of teaching series?

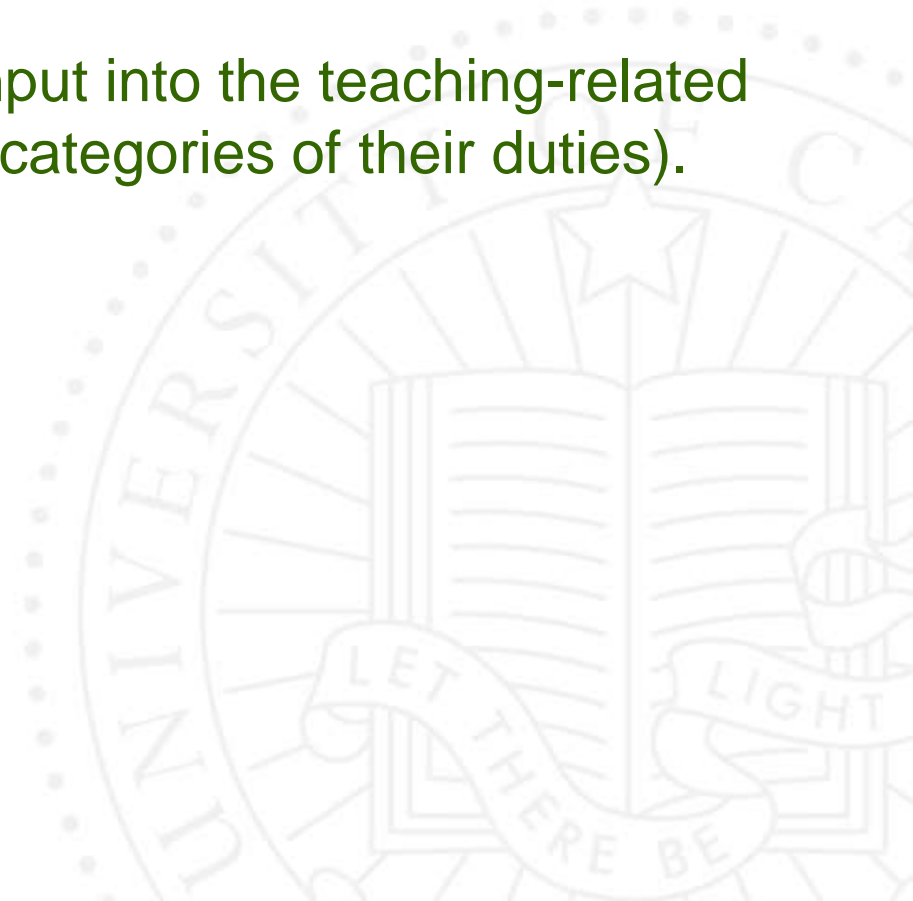
According to current policy based on the APM a period of time (5 years) has to pass before such an appointment would be possible. Ordinarily there would be an open search for the Professor of Teaching position.



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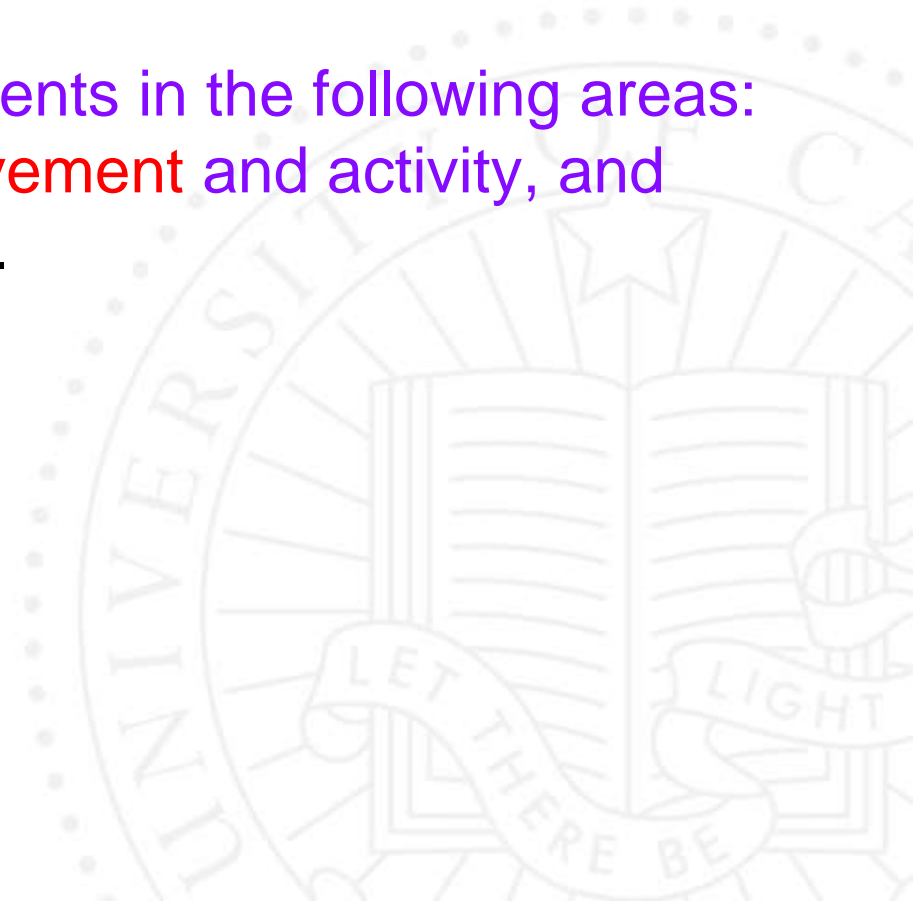
7: How do you foresee involving these faculty in the department merit and promotion process?

They could be asked to provide input into the teaching-related aspects of a file (or related to the categories of their duties).



## Table 8: Expectations for Professor of Teaching appointment/advancement (LSOE/SOE)

- › 1: What are the criteria for merit advancement in this series?
- › Shall be judged by achievements in the following areas: teaching, professional achievement and activity, and University and public service.



# WRAP UP



# THANK YOU

