UC RIVERSIDE
Academic Personnel Office

ALL FACULTY & VPAP CAUCUS
MATERIAL SHARED DURING SESSION ON 6-7-24
12pm-2pm
Virtual
Created on: 6-7-24:

Agenda

1. Changes to the upcoming CALL
2. Department Research Statements
3. Merit & Promotion (M/P) Reviews
    a. Status of AY24-25 M/P Reviews
    b. The Role of Service in M/P Reviews
4. Review of Key Policy and/or of Key Changes
    a. APM 210 Teaching and Mentoring
    b. APM 285 Professor of Teaching
    c. Review Criteria of Professors of Teaching
    d. APM 510 Intercampus Transfers
    e. FTE Transfers
    f. Mortgage Origination Policy (MOP) Eligibility
    g. UCR Retention Procedures
        1. Initiating Event for Preemptive Retentions
        2. Some Retention Data
    h. Achievement Relative to Opportunity
5. SEA Change Update
6. AY24-25 Salary Equity Program
7. UCR CORO Cohort Plans
8. Achievement Relative to Opportunity (ARO) Lunches

Selected Proposed Changes to the AY24-25 CALL

1. (**Expanding Review Criteria**) It is recognized that the timeline from the start of a book project to the appearance of the book in print must nearly always be measured in years, and it often extends across multiple review periods. Withholding credit until publication can thus disadvantage a scholar in a book-based discipline (disciplines in which a book-length monograph is typically required for promotion) relative to colleagues for whom completion of an item of research has a much shorter arc. Similarly, the timeline for a creative project may take years in multi-phased production, to its full realization. To this end, a completed book chapter that is part of an established, single-author book project, or a completed creative activity within a larger project ,(or equivalent, depending on the discipline and as articulated in the department research statement) is eligible to be accepted as sufficient scholarly or creative activity for a merit one time for all faculty at each rank (assistant, associate, full) if it is determined that: 1) the book chapter or the creative activity in the file is otherwise insufficient for a merit, 2) the book chapter or the creative activity was completed during the review period, and 3) the book chapter or the completed creative activity qualifies as an essentially finished entity of the larger project and its place in the larger project is identified. A completed book chapter along with the

book project plan should be uploaded as one PDF into eFilePlus under Other Information, Non-Confidential Document. A completed creative activity component in the context of the eventual larger project should be explained in the self-statement. Additional documentations can be uploaded as one PDF into eFilePlus under Other Information, Non-Confidential Document.

2. **(Alignment of Approval Authority for Appointments)**
Currently Deans have approval authority for Assistant Professors and Acting Assistant Professors I, II, III. Proposed change extends this to include Assistant Professors of Teaching.

3. **(Separating M/P and Retention reviews)** Currently if a candidates's m/p file is in-progress the same file will be used for CAP's evaluation of a preemptive retention. Proposed change separates the retention review packet from the m/p file.

4. (**Formation of ad hoc committees**) APM 210-1-a describes the appointment of Ad Hoc committees. An Ad Hoc review committee may be appointed for any action when it is determined by CAP, VPAP, PEVC or Chancellor that additional expert analysis is required in order to make a more informed recommendation. Prior to commissioning an Ad Hoc Review Committee, the candidate must be given the opportunity to provide up to two names of persons they prefer not be appointed to the committee. In cases when an Ad Hoc committee is utilized, the Dean's letter will be removed from the file being forwarded to the Ad Hoc committee.

5. **Explanation of Negative Votes in Department Letter**

CURRENT: Faculty are obligated to give specific reasons for a minority opinion and every effort should be made to assure the department letter reports all views discussed at the meeting.

NEW: Faculty have a responsibility to give specific reasons for a minority opinion so that the candidate has an opportunity to address that opinion in a response letter. Every effort should be made to assure the department letter reports all views discussed at the meeting.

6. **Categorizing Grants**

Current: refer to current CALL

NEW: **Awarded** (select this if the candidate received notification of the award during the review period and either the grant has not yet expired or the grant did expire), **Current** (select this if

grant is still active but was awarded in a previous review period), **Expired** (select this if any grant that was awarded previous to the current review period expired during the current review period), **Pending** (proposal is under review, or proposal has been recommended for funding but an official notification of the award has not been made), and **Not Awarded** (any proposal that was reviewed and where a decision was made not to fund). Listing of Not Awarded grants is optional but encouraged. **Declined** should be used if a proposal that was accepted by the agency is declined by the candidate for any reason, such as either it would be in conflict with another awarded grant, or the candidate would have a workload issue by accepting it.

7. Department Research Statements

NEW: The statement should describe what types of creative activity could fit as component activities that are part of a larger creative project and thus could be considered in the context of the creative activity accommodation described in II.5 (Review Criteria).

NEW: Public scholarship (community-engaged research conducted in partnership with non-academic agencies and organizations in local, regional/state, national or global communities) is often conducted outside the standard framework of peer-review and may not produce traditionally recognizable academic products. Department research statements should address the opportunities within their discipline for faculty to engage in this type of community-engaged work, and fully recognize that as it applies to advancing the public good, public scholarship contributes to the UC mission. Department research statements should address how to discern high quality and high impact of public scholarship within their discipline.

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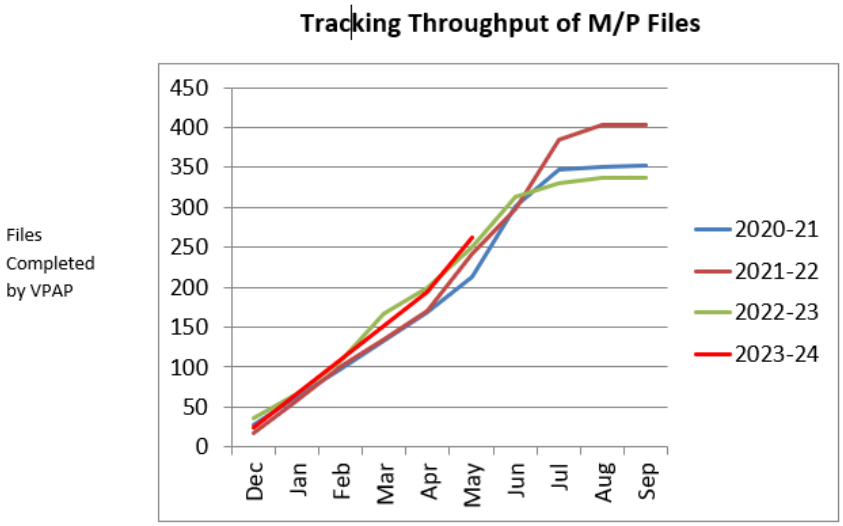
Ingredients of an Informative Department Research Statement

1. Discussion of different sub-disciplines and how expectations may differ in terms of how research happens.
2. Discussion of productivity metrics, including a sense of volume expectations, what type of work is highly valued, and what venues/outlets for the work are high quality and/or prestigious.
3. What meaning is attached to authorship order, corresponding authorship status, collaborative versus solo pieces, etc.
4. Opportunities and expectations for mentoring graduate students, perhaps as a function of rank.
5. Expectations for service as a function of rank.
6. Opportunities within the discipline for faculty to engage in public scholarship[+], and how to discern high quality and high impact of that work.

[+]*Public scholarship, or community-engaged research, is conducted in partnership with agencies and organizations in local, regional/state, national or global communities. It is often conducted outside the standard framework of peer-review and may not produce traditionally recognizable academic products.*

M/P Reviews



Appointment and Promotion: APM - 210: Review and Appraisal Committees

Index

210-0 Policy

210-1 Instructions to Review Committees That Advise on Actions Concerning Appointees in the Professor and Corresponding Series

a. Purpose and Responsibility of the Review Committees

b. Maintenance of the Committee's Effectiveness

c. Procedure

d. Criteria for Appointment, Promotion, and Appraisal

e. The Report

210-2 Instructions to Review Committees That Advise on Actions Concerning the Professor of Clinical (e.g., Medicine) Series

210-3 Instructions to Review Committees That Advise on Actions Concerning the Lecturer with Security of Employment Series

210-4 Instructions to Review Committees That Advise on the Appointment, Merit Increase, Promotion, Career Status Actions for Members of Librarian Series

a. Definition of Review Committee

b. Purpose and Responsibility of Review Committee

c. Maintenance of the Committee's Effectiveness

d. Procedure

e. Criteria

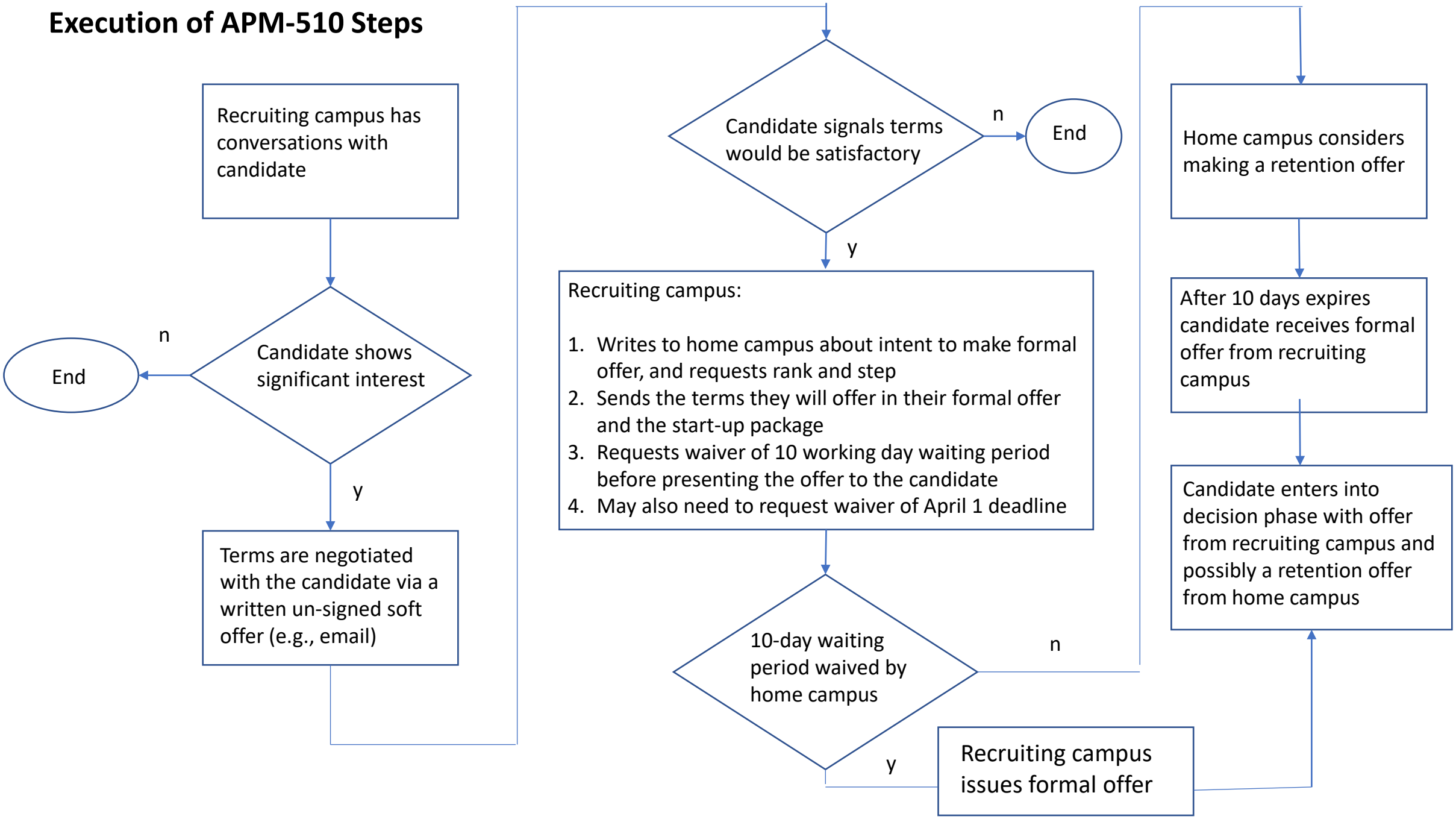
Index

210-6 Instructions to Review Committees That Advise on Actions Concerning the Health Sciences Clinical Professor Series

210-24 Authority

Appendix A, Statement on Professional Ethics, 1966 AAUP

Execution of APM-510 Steps



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Intra-Campus FTE Transfers

1. Written statement by faculty member seeking the transfer outlining the reasons.
2. Presented to chair of home department who convenes a department meeting for a vote.
3. Chair prepares a statement of how the proposed transfer will affect the home department.
4. The Chair's statement and the home department vote are presented to the chair of the receiving department.
5. Receiving department votes and that chair prepares a statement of how the proposed transfer would benefit the department.
6. The above statements and votes are presented to the Dean who makes an assessment and provides a recommendation to the VPAP.
7. The VPAP solicits a recommendation on the proposed transfer from CAP.
8. VPAP adds their recommendation and send the review materials to Provost for a final decision.

Clarifications

1. **Candidate can withdraw request at any time.**
2. **Absent of a withdrawal, the process described above completes irrespective of department votes.**

MOP (Mortgage Origination Program)

The Mortgage Origination Program was created by the University of California to offset the negative impact of California housing prices by providing competitive first mortgages to eligible Riverside faculty and senior management to assist them in the purchase of a principal residence within a reasonable commuting distance of their campus.

Eligibility

1. Members of the Academic Senate or the Senior Management Group (SMG)
2. New faculty or SMG members whose length of service at UCR is less than or equal to 12 months and have not had an MOP loan before
3. Property must be the participant's principle place of residence, used primarily for residential non-income producing purposes, and be within 30 miles of the campus.

Standard Practice

1. We routinely extend eligibility into a second and even a third year.
2. We do not relax the 30 miles restriction.

Expansion of Eligibility

1. We are contemplating making the eligibility window 7 years from the start

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UCR Retention Procedure Items

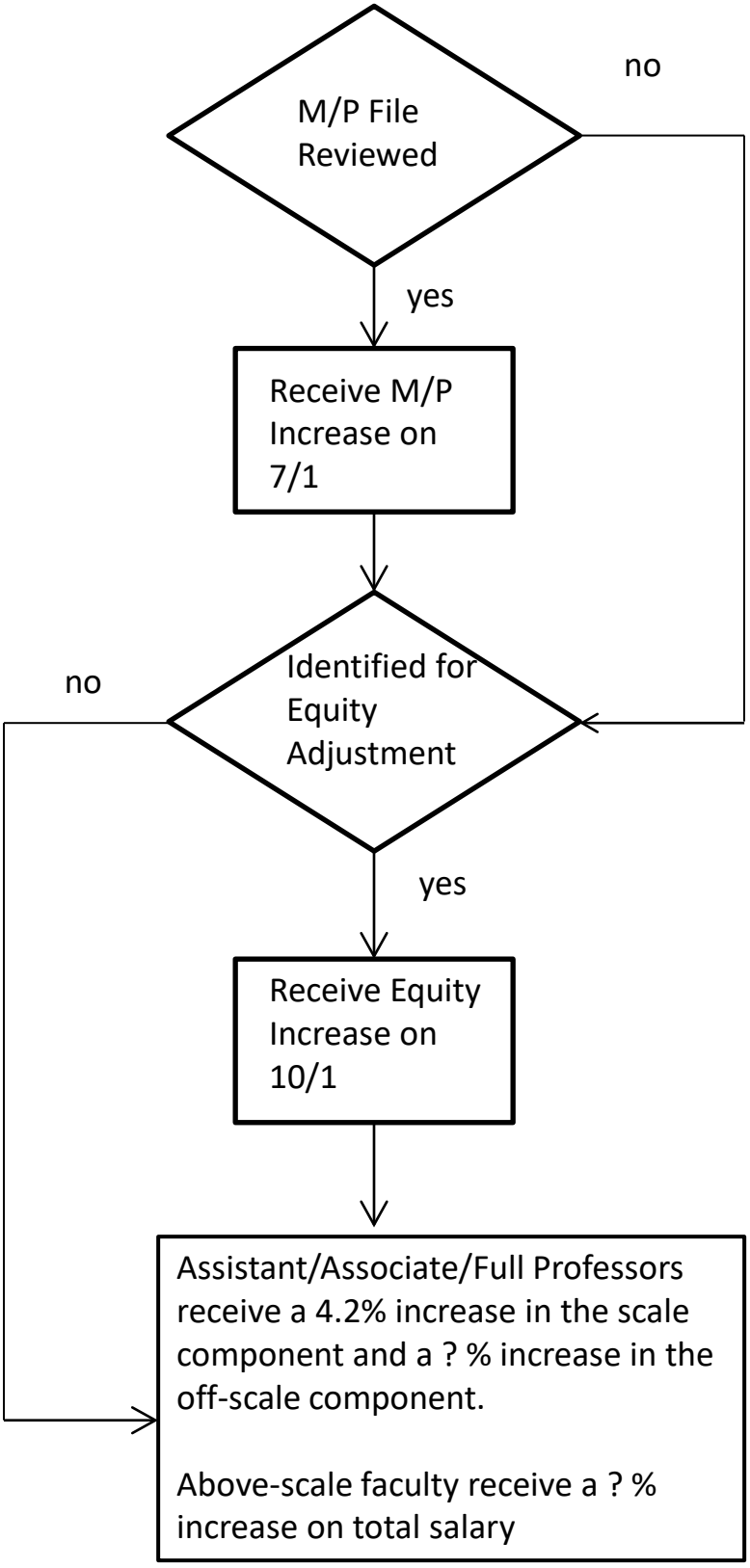
Initiating Event for Preemptive Retentions

1. A preemptive retention initiates when there is concrete evidence that a faculty member is being pursued by another institution.
2. A threshold too low will lead to preemptive retention cases that are not well founded.
3. A threshold that is too high will delay and potentially hamper retention efforts.
4. For example, an invitation to apply for a job opening is too low but requiring a completed job talk is too high.
5. The revised process includes a requirement that the faculty member has documentation of being invited to give a job talk for an open recruitment, or being invited for on-campus interviews that are reflective of interest in recruiting the faculty member, and is early enough in the process that UCR can react while at the same time credible enough that retention is an issue.

UCR Retention Data for 3-year period AY21-22, AY22-23, AY23-24

School	Total	Preemptive	Non-Preemptive	Pending	Retained	Separated
CHASS	39	30	9	11	23	5
CNAS	18	8	10		8	10
BCOE	6	4	2		4	2
SPP	2	1	1		2	
SOM	2	1	1		2	
Business	2	1	1		2	
SOE	3	2	1		3	
Total	72	47	25	9	44	20

2024-2025 UCR Salary Program Implementation



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UCR CORO Program

- Campus/APO partnering with UC CORO to introduce our faculty to the possibility of leadership roles in higher education (hopefully at UCR!)

A brief moment of sharing

"The starting point is to assume we wall want a wonderful University. The disagreement is only about what is the best way to have that."

- Campus investing $60K to bring the main features of UC CORO to UCR

First Cohort was in AY23-24

- 10 bi-weekly sessions October 2023 thru February 2024
- 9:30 am – 4:30 pm
- 6 in-person sessions in the AVC and 4 sessions virtual
- 21 participants (and graduates!)
- Group Projects
    - **Graduate Students as Employees**
      With the recent unionization of Graduate Student Researchers, The University of California is faced with the question of how to best deliver education and train graduate students in an environment that now includes an employer-employee relationship that did not previously exist with this population.
    - **The Future of Academic Leadership**
      Currently, the Professoriate is the only pathway to Senior Leadership (Chancellor, Dean, Provost, Vice Provost, Academic Vice Chancellor) of most Research 1 Academic Institutions, as well Faculty Leadership (Chair, Center Director, Divisional/Associate Dean). In general, there has been a decline in faculty interest in moving their careers in this direction. How should the University support Faculty who have an interest? How can UCR grow Faculty interest in senior and Faculty leadership roles?

Next Cohort

- Shifting the program to Winter and Spring quarters (March 19th thru June 5th)
- Moving to 7 in-person sessions and 3 virtual sessions
- Group projects TBD
- Call for applications in early summer
- Announcement of next cohort participants by late summer

Achievement Relative to Opportunity (ARO)

UC System Vice Provost for Academic Personnel and Programs, Doug Haynes, has asked to engage departments in considering how to apply and customize Achievement Relative to Opportunity (ARO) principles to various circumstances during the academic personnel review process that extend beyond the impact of the pandemic.

Specifically:

1. Each campus should engage departments in considering how to apply and customize these standards to various circumstances during normal merit reviews and career reviews.

   So Far: We have encouraged thinking about alternative pathways in department research statements.

2. Campuses should develop and apply supportive mechanisms that yield similar outcomes in review cases involving similar disruptive circumstances.

   So Far: We have implemented the Life Event Outcome. We also created Retroactive Promotion Pay for COVID related challenges. We have talked about generalizing Retroactive Promotion Pay that to other circumstances (non-COVID) but identified some complications.

3. As an additional means of demonstrating the University's commitment to supporting faculty negatively impacted by disruptive circumstances, each campus should partner with the Divisional Senate to develop language for inclusion in solicitation letters to external reviewers.

   So Far: We have not done this, but it might be easy enough to do.

4. Based on the Working Group's recommendation, I ask each campus to develop a process to evaluate progress and success in applying ARO principles to support faculty growth and success.

   So Far: We have had campus conversations about applying ARO principles, and the prevailing opinion was that we should not change the standards but give people more time (e.g., STCs as we already do) and acknowledge partial progress toward advancement (as LEO does).

Plan: Fall lunch meetings with Provost and VPAP