

Highlander Orientation Series Session #3



Daniel R. Jeske
Vice Provost for Academic Personnel

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Agenda

- Academic Merit & Promotion Process
- How to read the CALL
- Break
- e-File Plus
- Q&A
- Path to Tenure and Path to Full Workshop Series



How are your contributions to the University mission assessed?

- Research/Scholarly Activity/Creative Activity
- Teaching
- Service within your research/professional area and service to the university

The balance among these depends on the faculty series into which you have been hired

Contributions that promote equal opportunity and diversity will be given due recognition

University of California Step System

In addition to promotion from Assistant to Associate and Associate to Full Professor, the University of California has a series of intermediate steps (merit actions).



Normal Cycle of Merit Reviews

- ❑ **Assistant Professor**

Every 2 years

- ❑ **Associate Professor**

Every 2 years until Associate IV, when it becomes every 3 years

- ❑ **Full Professor**

Every 3 years

- ❑ **Distinguished Professor**

Every 4 years



There are Some Important Advantages to the Step System

- ❑ Regular deadlines help with productivity
- ❑ Your department colleagues are reminded of your research at regular intervals – this promotes interaction and collaboration, and their promotion of your career
- ❑ Assessment at regular intervals creates feedback to make sure you are on track for the promotions--- and you get a raise!



Three Important Documents



1. System wide document

- [Academic Personnel Manual – Section-210](#)
(commonly referred to as APM-210)

2. Local UCR documents

- [The CALL](#)
- **Department Research Statements**

APM - 210

Appointments and Promotions

- The review committee shall judge the candidate with respect to the proposed rank and duties, considering the record of the candidate's performance in teaching, research and creative work, and service.
- The review committee shall exercise reasonable flexibility, balancing when the case requires, heavier commitments and responsibilities in one area against lighter commitments and responsibilities in another.
- *Superior intellectual attainment, as evidenced both in teaching and in research or other creative achievement, is an indispensable qualification for appointment or promotion to tenure positions.*

APM - 210

Teaching

- Under no circumstances will a tenure commitment be made unless there is clear documentation of ability and diligence in the teaching role.
- In judging the effectiveness of a candidate's teaching, the committee should consider such points as the following:
 - a. the candidate's command of the subject
 - b. continuous growth in the subject field
 - c. ability to organize material and to present it with force and logic
 - d. capacity to awaken in students an awareness of the relationship of the subject to other fields of knowledge
 - e. fostering of student independence and capability to reason

APM - 210

Teaching

In judging the effectiveness of a candidate's teaching, the committee should consider such points as the following:

- f. spirit and enthusiasm which vitalize the candidate's learning and teaching
- g. ability to arouse curiosity in beginning students, to encourage high standards, and to stimulate advanced students to creative work
- h. extent and skill of the candidate's participation in the general guidance, mentoring, and advising of students
- i. effectiveness in creating an academic environment that is open and encouraging to all students, including development of particularly effective strategies for the educational advancement of students in various underrepresented groups.

APM - 210

Research and Creative Work

- Publications in research and other creative accomplishment should be evaluated, not merely enumerated. There should be evidence that the candidate is continuously and effectively engaged in creative activity of high quality and significance.
- When published work in joint authorship (or other product of joint effort) is presented as evidence, it is the responsibility of the department chair to establish as clearly as possible the role of the candidate in the joint effort.
- Account should be taken of the type and quality of creative activity normally expected in the candidate's field. Appraisals of publications or other works in the scholarly and critical literature provide important testimony. Due consideration should be given to variations among fields and specialties and to new genres and fields of inquiry.

APM - 210

Research and Creative Work

- Textbooks and similar publications normally are considered evidence of teaching ability or public service. However, contributions by faculty members to the professional literature or to the advancement of professional practice or professional education, including contributions to the advancement of equitable access and diversity in education, should be judged creative work when they present new ideas or original scholarly research.
- In evaluating artistic creativity, an attempt should be made to define the candidate's merit in the light of such criteria as originality, scope, richness, and depth of creative expression. It should be recognized that in music, drama, and dance, distinguished performance, including conducting and directing, is evidence of a candidate's creativity.
- [APM-210-3](#) elaborates on a broader scope of scholarly activity for Professors of Teaching. ALSO, [UCR Local Guidelines on Professor of Teaching Series](#).

APM 210

University and Public Service

- Services by members of the faculty to the community, State, and nation, both in their special capacities as scholars and in areas beyond those special capacities when the work done is at a sufficiently high level and of sufficiently high quality, should likewise be recognized as evidence for promotion.
- Contributions to student welfare through service on student-faculty committees and as advisers to student organizations should be recognized as evidence, as should contributions furthering diversity and equal opportunity within the University through participation in such activities as recruitment, retention, and mentoring of scholars and students.

The CALL

- UCR's implementation of APM-210
- Offers more specific guidance on review criterion and the steps involved in assembly a file, and the review process of the file.
- Each year The CALL is potentially updated to address new policy and or specific circumstances that need clarification.
- The CALL includes a front addendum entitled "[ACADEMIC PERSONNEL AND COVID-19](#)." This addendum provides guidance to address the impact the covid-19 pandemic will have on the personnel review process. This addendum may be updated each year for the foreseeable future.

The CALL

The guidelines presented in the addendum are based on the following set of guiding principles:

- a. An overarching goal is to prevent faculty from becoming academic victims of the covid-19 pandemic.
- b. It would be better for our campus as a whole to overestimate the impact of the covid-19 pandemic on faculty productivity than to underestimate it.
- c. It is important to protect the pursuit of tenure by assistant professors from adverse impacts of covid-19 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.

The CALL

- d. 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 covid-19 pandemic.
- e. It is recognized that there is a disparity in the impact of the covid-19 pandemic between disciplines, and even between sub-disciplines.
- f. It is recognized that the covid-19 pandemic will likely have differential impact on different demographic groups, including female faculty, faculty with younger children, and URM faculty.
- g. It is recognized that it is not only the campus closure that has caused major disruption in research programs. Other sources of disruption include, for example, travel restrictions, closures of museums and exhibition venues, conference and other event cancellations, family situations, children at home, homeschooling roles, compromised workspace, and even covid-19 illness.

Tip Sheet

1. Maintain a significant presence (in-person and/or virtual) on campus, meet classes, keep office hours, hold examinations as scheduled, be accessible to students and staff, be available to interact with University colleagues, and share service responsibilities throughout every quarter or semester of active service
2. Seek out mentoring
 - Find the *right* mentor, perhaps a senior faculty member.
 - Consider multiple mentors for different purposes.
 - Find out if your college has a mentoring program.
 - Find out about the Women's faculty association.
 - Attend workshops that provide useful information
 - Find out about the Academy of Distinguished Teachers
 - Talk to your chair

Tip Sheet

3. Explore collaborative research with your colleagues
4. Maintain the right balance with the expectations of your job.
 - Promotion to tenure, Promotion to Full, and Promotion to Distinguished will require strength in all areas of teaching, research, and service.
 - Service can sometimes be overlooked. Service expectations are commensurate to rank and step. Professional service is a good way to work on networking outside of UCR.

Tip Sheet

5. Understand our students at UCR

- Many students who are the first in their families to attend college. Your expectations will not be as obvious to many of them as you anticipate.
- Think about the economic situation of many of the students when choosing texts etc.
- Remember that many students have to work while attending UCR and the longer lead time they have for assignments, the more successful they are likely to be. Try to be flexible about office hours so that they can indeed find time to come see you.





5 minutes

Normative time until

- Tenure decision = 6 years (70%)
Maximum of 7 years with
no stop-the-clocks
- From Associate to full professor = 6 years
no maximum
But if you do well in **all three** areas of evaluation,
you can accelerate up those steps



Stages in a Normal Review-all cumulative

- Candidate assembles efile, including a self statement discussing accomplishments
- Departmental colleagues review the file and write a departmental evaluation and recommendation.
- Their opinion may have been influenced by extramural letters of evaluation if the candidate is up for promotion
- The Chair may add a separate letter, but routinely does not



Stages in a Normal Review-all cumulative

- The file is evaluated by the Dean, often in consultation with Associate Deans. All actions require a vote and some actions require a letter with reasons.
- The file is evaluated by the Senate **C**ommittee on **A**cademic **P**ersonnel (CAP). This is a body of 10 faculty representing diverse disciplines. Each member will review your file and vote on a recommendation.



Stages in a Normal Review-all cumulative

- The **Vice Provost for Academic Personnel (VPAP)** reviews the file and makes a recommendation to the **Provost and Executive Vice Chancellor (PEVC)**



- The PEVC reviews the file.
 - ✓ If a merit file, then the PEVC's decision is final.
 - ✓ If a promotion, the PEVC makes a recommendation to the Chancellor who is final on promotion

An extra action for Assistant Professors

- Prior to tenure (often during your 5th year) you will put together a file that will not result in either a merit or a promotion and is entirely to advise you on your progress towards tenure. Your “appraisal file” possible outcomes:
 - positive – looks as though you are making good progress towards a positive tenure decision,
 - qualified positive – some areas good, but some deficient and in need of improvement, or
 - Negative – not on track – can still make tenure
- VPAP is final on appraisals

For appointments beginning 7/1/2022, the first review period covers 7/1/2022 thru 9/30/2023

How much could there be to put in your file after just one year?

- ✓ If you have had teaching release there may be relatively little actual teaching in the file. But document what you have learned about the classes you will be teaching, how you have developed class plans, and any teaching workshops you have attended etc.
- ✓ If you have published something in your first year, chances are that it was something essentially accomplished at your previous institution.
- ✓ Yes, include this, but also talk about how you have begun your UCR research program.
- ✓ Have you submitted a grant or fellowship application?
- ✓ Have you drafted a chapter of your book etc.?
- ✓ In all likelihood any university was a minor activity your first year, but document it.
- ✓ Have you been involved in any associations through committee service?
- ✓ Did you give a talk at a scholarly meeting?
- ✓ Did you advise students or participate in an open house?

Don't forget

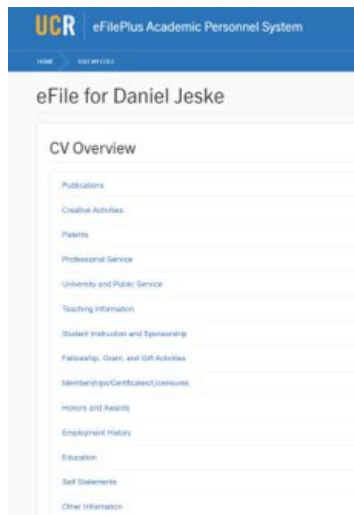
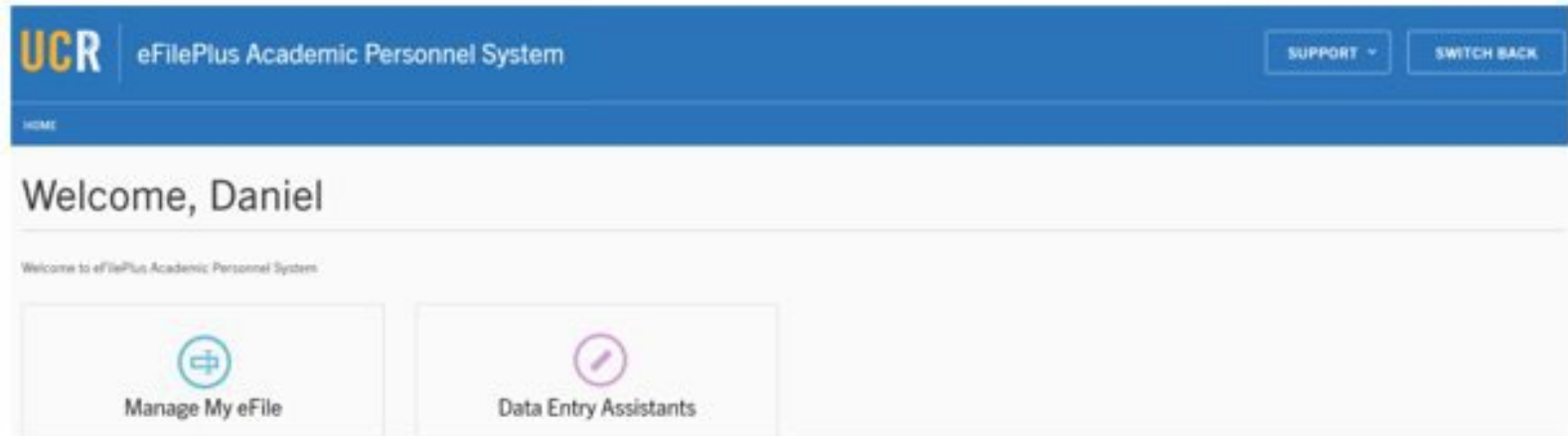


With all of this talk of review and advancement, it is easy to be stressed and to forget that we have one of the **best jobs in the world.**

- Make sure you take time to appreciate the benefits of our chosen career:
We get to indulge our intellectual passions, sow seeds of intellectual curiosity in the young, while having a job with a lot of flexibility that accommodates a good work/life balance.



E-File Plus



- ✓ Enter your new accomplishments and update frequently
- ✓ Keeping your records current will help simplify the creation of a review file

Information website: <https://academicpersonnel.ucr.edu/efileplus>
Production site: <https://efileplus.ucr.edu/>

Any Questions?



Daniel R. Jeske – vpap@ucr.edu

Executive Assistant: Alice Tsarev, Executive Assistant