

UCR Faculty Handbook

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Part 1: Introduction and Governance

1.1 Introduction

Welcome to the University of California, Riverside (UCR), a world-class research institution built on a foundation of intellectual rigor, social mobility, and shared purpose. Embarking on a faculty career within the University of California (UC) system, and at UCR in particular, offers an exceptional professional experience. Among the immediate hallmarks of a UC appointment is the unparalleled autonomy to chart your own intellectual course. As a faculty member, you enjoy the flexibility of self-directed research and creative programs, paired with the freedom of time-shifting to balance high-level scholarship with personal commitments. This vibrant academic freedom is anchored by exceptional institutional support, including a robust defined-benefit retirement pension, generous sabbatical leave policies designed to reinvigorate your scholarship, and a predictable merit and promotion structure that provides frequent, constructive feedback to accelerate your career trajectory.

Joining UCR also integrates you into a unique institutional culture defined by genuine collaboration and shared governance. The cooperative relationship between the Academic Senate and the University administration ensures that faculty voices actively shape institutional policy, academic direction, and campus culture. Beyond our campus borders, you gain immediate access to the premier public research system in the world. You have the opportunity to learn from, teach alongside, and collaborate with world-renowned scholars not only across UCR's expanding disciplines, but across all ten UC campuses and national laboratories. Positioned in the heart of Southern California, UCR combines this world-class academic environment with an exceptional quality of life, offering rich cultural diversity, ideal weather, and proximity to major research, industry, and natural hubs.

Yet, the extraordinary benefits of a UC faculty appointment are intrinsically linked to our profound responsibilities as public scholars and educators. Our primary mission centers on serving our exceptionally diverse student body through inspiring, high-impact teaching and dedicated mentorship. We are called to push the boundaries of knowledge, advancing our respective fields through rigorous publications, pioneering grant activity, and impactful creative endeavors. Equally vital is our commitment to service, lending our expertise to department, campus, and systemwide committees that keep our university community thriving. Above all, every faculty member plays a vital

role in upholding professional standards, cultivating an inclusive environment, and actively building a collegial community where all scholars and students can flourish.

1.2 A Brief History

Before expanding into a full university campus, the institution's roots began in 1907 with the establishment of the UC Citrus Experiment Station (CES), founded to provide scientific research and pest management for Southern California's burgeoning citrus industry. Relocated to the foot of the Box Springs Mountains in 1917, the station grew into a world-renowned agricultural research hub. Following World War II and the rapid population boom across the region, local civic leaders and University of California leadership envisioned transforming this established research site into a small, elite undergraduate liberal arts college to serve Southern California's expanding needs. Approved by the UC Regents in 1948, the College of Letters and Science formally opened for instruction in February 1954, grafting a dynamic academic institution onto the rich agricultural foundation of the original research station.

That same year, charter students voted to adopt the "Highlander" moniker, a choice spearheaded by the men's basketball team after initial ballot options failed to secure a majority. The name "Hylanders," later standardized as "Highlanders," was chosen to celebrate the campus's position at the base of the Box Springs Mountains, making it the highest in elevation of any UC campus and recalling the rugged terrain of the Scottish Highlands. To complement this identity, the university introduced "Scotty," a mascot that cleverly blended traditional Scottish culture with the UC system's iconic bear heritage seen at Berkeley and UCLA. Originally portrayed as a bagpipe-playing bear in a kilt and sash, Scotty has since evolved into a fiercer, more athletic mascot adorned with a plaid Tam o' Shanter cap and William Wallace-inspired blue face paint, cementing UCR's enduring Scottish traditions.

Beyond its historical origins, being a Highlander at UCR embodies a deep sense of resilience, community, and ambition that reflects both the campus's rugged geographic namesake and its diverse student body. Central to these values is the university's institutional motto, *Fiat Lux* ("Let There Be Light"), which inspires students to pursue intellectual curiosity, critical thinking, and impactful research that uplifts society. This Highlander ethos emphasizes social mobility, inclusivity, and perseverance—empowering students, many of whom are first-generation, to overcome obstacles and elevate their communities. Embracing the spirit of the Scottish Highlands, UCR students take pride in fighting for progress, standing up for equity, and leading with

courage, unity, and a steadfast dedication to making a meaningful difference in the world.

1.3 The Academic Senate

The Academic Senate represents the faculty voice in the shared governance structure of the University of California, Riverside (UCR). Under Standing Orders of the Regents, the Senate is empowered to determine academic policy, set conditions for admission and degrees, authorize and supervise courses and curricula, and advise the administration on faculty appointments, promotions, and budget allocations. Through this cooperative framework, Senate faculty are true partners with administration in guiding the direction and quality of the university.

1.3.1 Purpose and Function

The UCR Academic Senate serves as the legislative body through which the faculty exercises its governance duties. Its primary functions include:

- **Academic Policy & Curriculum:** Overseeing degree requirements, approving new courses/majors, and maintaining academic standards across campus.
- **Advisory on Personnel & Budget:** Reviewing and making recommendations on faculty merit and promotion files, department budgets, academic planning, and administrative searches.
- **Faculty Welfare & Rights:** Protecting academic freedom, establishing grievance procedures, and maintaining the Faculty Code of Conduct.

1.3.2 Key Standing Committees and Their Roles

While the full Senate meets periodically, much of its critical work is conducted by its standing committees. Key Senate committees include:

- **Executive Council (EC):** Serves as a central advisory and coordinating body for divisional shared governance, advising the UCR Chancellor and the Chair of the Academic Senate on leadership responsibilities, administrative issues, and division budget proposals. Membership includes the Chairs of all of the standing committees.

- Committee on Academic Personnel (CAP): Evaluates all major academic personnel actions (promotions, tenure, Step VI, Above Scale, and accelerations) to ensure consistent application of campuswide standards.
- Committee on Educational Policy (CEP): Oversees undergraduate education, approves course additions and modifications, and evaluates major/minor curricular proposals.
- Graduate Council (GC): Sets policy for graduate programs, reviews graduate curricula, and approves the establishment of new graduate degrees and programs.
- Committee on Planning and Budget (CPB): Advises the administration on budget allocations, strategic planning, resource distribution, and the establishment or disestablishment of academic programs.
- Committee on Research: Administers internal faculty research grants, advises on research infrastructure, and liaises with campus research entities.
- Committee on Charges & Committee on Privilege and Tenure (P&T): Protects faculty rights and handles formal grievance processes (Bylaw 335) and allegations of Faculty Code of Conduct violations (APM-015).
- Committee on Faculty Welfare: Dedicated to protecting and enhancing the professional, financial, and personal well-being of the faculty. The committee focuses on the policies, benefits, working conditions, and environment that impact faculty quality of life and career sustainability.
- Committee on Diversity, Equity, and Inclusion (CODEI): Advises on policies and practices that advance equity, diversity, and an inclusive climate across campus.
- College/School Executive Committees: Act as the primary legislative and advisory governing bodies at the local school or college level. They bridge the gap between individual academic departments, the Dean's administration, and the campuswide Academic Senate.

1.3.3 How Faculty Can Participate and Serve

Participation in Senate committees is a vital service duty that fulfills an essential criterion for faculty career advancement. Faculty members can get involved through several avenues:

- Annual Senate Preference Poll: Every spring, the Academic Senate issues a call for volunteers, asking faculty to indicate their interest in serving on specific campus committees.
- Committee on Committees (CoC): Members of standing committees are formally appointed by the elected Committee on Committees, which reviews faculty preferences, seeks balance across disciplines, and matches faculty expertise to open committee seats. Some Senate service roles, such as the Division Chair and Vice Chair, and membership on the College/School Executive Committees require running and being elected by the faculty.
- Department Nominations: Chairs regularly encourage junior and mid-career faculty to volunteer for departmental and campuswide committees to build their service portfolio and gain insight into university operations.

1.3.4 Relationship to Systemwide Shared Governance

The UCR Academic Senate is a division of the systemwide Academic Senate of the University of California.

- The Academic Council: The Chair and Vice Chair of the UCR Senate represent Riverside on the systemwide Academic Council, which acts as the executive arm of the Assembly of the Academic Senate and advises the UC President directly.
- Systemwide Committee Representation: Most major UCR standing committees have a designated representative who sits on the corresponding systemwide committee (e.g., UCR CAP member on the Systemwide CAP / UCAP). This ensures UCR faculty directly shape policies, academic initiatives, and administrative reviews that affect all ten campuses.

1.3.5 The Significance of Senate Bylaw 55

Academic Senate Bylaw 55 governs departmental voting rights on academic personnel actions. It is one of the most critical structural elements of faculty self-governance at the local level:

- **Default Voting Enfranchisement:** Bylaw 55 automatically grants voting privileges to Senate faculty who are at or above the rank of the candidate being evaluated (e.g., Associate and Full Professors vote on tenure cases; Full Professors vote on promotions to Full).
- **Extension of Voting Privileges:** The Bylaw permits departments, by a formal vote, to extend voting rights down to lower ranks or to specific series (e.g., enfranchising Assistant Professors or Professors of Teaching on certain personnel decisions).
- **Annual Mandatory Review:** Departments are required to review their Bylaw 55 voting procedures annually to ensure they reflect the department's current culture, cultivate an inclusive environment, and uphold fair, transparent peer review.

1.3.6 Academic Senate Awards

The UC Riverside Academic Senate annually confers several prestigious awards to recognize faculty excellence across research, teaching, campus service, and mentorship. The core annual academic Senate awards are:

- **Faculty Research Lecturer**
 - **Scope:** The highest honor bestowed by the UCR Academic Senate.
 - **Purpose:** Honors a faculty member who has compiled a distinguished record of research achievement. The awardee is invited to deliver a campus-wide lecture on a topic of their choosing.
- **Distinguished Teaching Award**
 - **Scope:** Up to two awards presented annually by the Committee for Distinguished Teaching.
 - **Purpose:** Recognizes Senate faculty members who demonstrate exceptional effort, innovation, and sustained achievement in university teaching and educational impact.
- **Distinguished Campus Service Award**

- Scope: Awarded annually by the Committee on Distinguished Campus Service.
- Purpose: Honors faculty members who demonstrate outstanding dedication and leadership in campus service, particularly through sustained contributions to the Academic Senate and university administrative service.
- **Chancellor's Award for Excellence in Undergraduate Research and Creative Achievement**
 - Scope: Presented annually in collaboration with the Academic Senate Committee on Scholarship and Honors.
 - Purpose: Awarded to two faculty members with a distinguished record of mentoring and fostering undergraduate research or creative activity (alongside two graduating seniors recognized for outstanding research).
- **Edward A. Dickson Emeritus/a Professorship**
 - Scope: Awarded annually to one or more emeritus professors.
 - Purpose: Provides financial support to retired faculty members to continue high-quality teaching, research, or public service activities that advance the university's mission.

UCR faculty are also eligible for periodic systemwide Academic Senate honors, such as the Oliver Johnson Award for Distinguished Leadership in the Academic Senate, awarded every two years across the UC system for exceptional contributions to faculty shared governance.

1.3.7 Academic Senate Grants

The Academic Senate and its Committee on Research (CoR) administer grant programs to support UCR Faculty members and researchers.

- **Omnibus Grants**
 - Target Audience: All Senate Faculty. Administered quarterly/annually by the Senate's Committee on Research.

- Purpose: Research funds that can be used for a variety of reasons, including travel funding to present original research, scholarly papers, or creative works at major academic conferences, professional society meetings, or international symposia.
- **Regents' Faculty Fellowships**
 - Target Audience: Assistant Professors in the early years of their appointment.
 - Purpose: Provides funding to afford junior faculty opportunities for educational enrichment. This includes support for significant research projects, advanced study, or initiatives aimed at improving teaching effectiveness.
- **Regents' Faculty Development Grants**
 - Target Audience: Assistant Professors who are approaching tenure review.
 - Purpose: Provides targeted financial support to assist assistant professors in building their research portfolios, advancing scholarly projects, and completing key deliverables critical to their professional development and tenure candidacy.
- **Committee on Research Seed Grants**
 - Target Audience: All Senate Faculty
 - Purpose: Seed funding meant to assist faculty in developing new, high-impact major research projects. A key goal of seed grants is to help faculty generate preliminary data and results, with recipients generally expected to leverage the seed money into an extramural grant application within two years.

1.4 University Administration

While shared governance ensures faculty actively shape academic policy and personnel decisions, University Administration provides the executive management, operational infrastructure, and strategic direction necessary for campus operations. Administrative leadership operates in close partnership with the Academic Senate to advance UCR's teaching, research, and public service missions. Below is an overview of key administrative roles across the campus:

1.4.1 Executive Campus Leadership

- **The Chancellor:** Serves as the chief executive officer of the campus, holding ultimate administrative authority redelegated by the UC President and the Regents. The Chancellor sets the overarching strategic vision for UCR, oversees campus leadership, leads external and community relations, manages fundraising and advancement efforts, and holds final decision-making authority on academic promotions.
- **The Provost and Executive Vice Chancellor (PEVC):** Serves as the chief academic and operating officer of the university, acting as the Chancellor's deputy. The PEVC oversees all academic programs, colleges, and schools; manages resource allocations and budget strategies; and issues final decisions on faculty merit advancements (and senior appointments as delegated).
- **Associate Provost:** Operates within the Office of the Provost and Executive Vice Chancellor (PEVC) to assist the PEVC in managing campuswide academic policy, strategic initiatives, and institutional planning.
- **Associate Chancellor:** Works directly at the institutional level to support the Chancellor in executing UCR's broader mission and strategic priorities.

1.4.2 Vice Chancellors

- **Vice Chancellor for Research and Economic Development (RED):** Leads UCR's research enterprise, overseeing grant administration, technology transfer, commercialization, and entrepreneurial initiatives. RED also ensures research compliance, including oversight of animal care (Institutional Animal Care and Use Committee; IACUC) and human subjects (Institutional Review Board; IRB) committees.
- **Vice Chancellor of Diversity, Equity, and Inclusion (VC DEI):** Directs campuswide initiatives to promote an inclusive, equitable, and welcoming climate for faculty,

staff, and students. Coordinates policies that enhance diversity in faculty hiring, student success, and institutional climate.

- Vice Chancellor for Finance and Administration and Chief Financial Officer (CFO): Manages UCR's fiscal operations, institutional budget, facilities maintenance and construction, human resources, risk management, and administrative infrastructure.
- Vice Chancellor for Student Affairs: Serves as the executive leader responsible for the holistic student experience outside the classroom, driving programs that support the personal, intellectual, social, and emotional growth of UCR's diverse undergraduate and graduate student bodies.
- Vice Chancellor for Development and Alumni Engagement: Serves as UCR's chief advancement officer and principal fundraiser, responsible for building a strong culture of philanthropy and developing lifelong relationships with alumni, donors, and community partners.
- Vice Chancellor for Health, Well-Being, and Safety: Oversees the integrated physical, mental, and environmental safety infrastructure of the campus, leading units dedicated to maintaining a safe, healthy, and resilient environment for students, faculty, staff, and visitors.
- Associate Vice Chancellor and Chief Human Resources Officer (CHRO): Leads staff human resources operations across campus, serving as the senior executive responsible for staff talent acquisition, compensation and classification, employee and labor relations, organizational development, and employee benefits strategy. The CHRO works closely with academic leadership to ensure compliance with employment laws, labor contracts, and university staff policies.
- Associate Vice Chancellor and Chief Compliance Officer (CCO): Coordinates UCR's ethics, compliance, and regulatory programs in alignment with systemwide UC policy. The CCO serves as the campus Locally Designated Official (LDO) for Whistleblower and Whistleblower Protection investigations and oversees administrative units including the Office of Civil Rights (Title IX, Equal Opportunity, and Affirmative Action), institutional ethics, privacy, and regulatory oversight committees.
- Associate Vice Chancellor for Enrollment Services: Serves as the chief strategist and operational leader for student recruitment, admissions, financial aid, and academic records across the university.

- Associate Vice Chancellor & Chief Information Officer (CIO): Serves as the principal technology leader for the campus, guiding IT strategy, digital transformation, and the technological infrastructure that supports research, instruction, and administration.
- Associate Vice Chancellor & Chief Communications and Marketing Officer: Serves as UCR's primary brand strategist and media leader, responsible for protecting, shaping, and promoting the university's reputation locally, nationally, and globally.

1.4.3 Vice Provosts

- Vice Provost of Academic Personnel (VPAP): Oversees all policy and administrative processes related to academic appointments, merits, promotions, appraisals, leaves, and salary scales. VPAP serves as the primary liaison between administration and the Senate Committee on Academic Personnel (CAP) and manages special accommodation policies (e.g., Life Event Outcome [LEO], COVID-impacted outcomes).
- Vice Provost for International Affairs: Directs UCR's global strategy, overseeing international scholar and student services, study abroad programs, international research partnerships, and global academic initiatives.
- Vice Provost for Administrative Resolution (VPAR): Handles informal and formal interventions for workplace conflict resolution, faculty misconduct cases, violations of the Faculty Code of Conduct (APM-015), and compliance matters involving faculty standards and climate.
- Vice Provost and Dean of the Graduate Division: Oversees graduate education quality, graduate student admissions, fellowships, mentorship standards, and Teaching Assistant (TA) training programs across all colleges and schools.
- Vice Provost and Dean of Undergraduate Education (VPDUE): Serves as the senior campus leader responsible for the overall quality, strategic direction, and success of the undergraduate educational experience.

1.4.4 Deans

Deans serve as the executive leaders and chief administrative officers of UCR's individual colleges and schools:

- College of Humanities, Arts, and Social Sciences (CHASS)
- College of Natural and Agricultural Sciences (CNAS)
- Marlan and Rosemary Bourns College of Engineering (BCOE)
- School of Business
- School of Education
- School of Medicine (SOM)
- School of Public Policy (SPP)
- Professional and Global Education

Deans oversee long-range academic planning, department full-time equivalent (FTE) allocations, budget management, fundraising and development, and the evaluation of faculty merit and promotion files.

1.4.5 University Librarian

Directs all UCR Library operations, encompassing physical and digital collection management, research and learning support, open-access publishing initiatives, and instructional infrastructure. Facilities under management include: The Tomás Rivera Library and the Raymond L. Orbach Science Library.

1.4.6 Chief Campus Counsel

Serves as the primary in-house legal advisor to the campus, providing legal guidance, risk management, and strategic counsel to university leadership, administrators, and academic managers.

1.4.7 Campus Ombuds

Serves as a confidential, independent, and impartial resource who assists students, faculty, and staff in resolving conflicts and institutional concerns. Operating off the record, the Ombuds helps visitors explore options, navigate university policies, and

resolve disputes informally without triggering formal administrative or disciplinary procedures.

1.5 Principles of Community

The UC Riverside Principles of Community serve as an aspirational framework and moral compass for all faculty, staff, and students. Developed collaboratively to articulate campus values, these principles outline the commitment to nurturing an inclusive and vibrant university environment where diverse individuals can thrive together.

1.5.1 Core Principles

- **Integrity & Mutual Respect:** Expects all members of the campus community to hold themselves to the highest standards of personal and academic honesty while showing respect for the dignity, rights, and individuality of others.
- **Diversity & Inclusion:** Affirms that UCR's diversity across race, ethnicity, gender identity, sexual orientation, disability status, socioeconomic background, religion, age, and perspective is an essential institutional strength that enriches learning, research, and campus culture.
- **Open Expression & Free Inquiry:** Protects and champions academic freedom, open dialogue, and civil discourse, encouraging the exchange of diverse ideas while maintaining a climate free from intimidation or harassment.
- **Accountability & Collaboration:** Encourages shared responsibility for sustaining a welcoming campus climate through active partnership, equitable participation, and responsible decision-making.
- **Safety & Well-being:** Commits to maintaining a safe, healthy, and supportive environment where every individual is treated with empathy and fairness.

1.5.2 Significance for Faculty

For faculty, the Principles of Community are not merely advisory text; they inform daily professional life and institutional operations across multiple key areas:

- **Teaching and Classroom Climate:** Faculty are expected to model civil discourse and cultivate learning environments where students from all backgrounds feel valued, supported, and encouraged to participate critically.
- **Research and Mentorship:** In supervising graduate researchers, postdocs, and undergraduate scholars, faculty apply these principles by promoting fair treatment, ethical research practices, and inclusive mentorship.
- **Shared Governance and Peer Interactions:** Departmental meetings, search committees, and merit/promotion evaluations rely on mutual respect and objective evaluation to ensure fair, equitable outcomes.

While the Principles of Community are aspirational guidelines rather than enforceable disciplinary codes, they closely complement binding institutional policies, such as the Faculty Code of Conduct (APM-015) and UC Non-Discrimination policies, by setting the cultural expectation for how UCR operates as an academic community.

Part 2: Academic Appointments and Faculty Roles

2.1 Academic Appointments

There are many different academic titles in the University of California (UC) system. The following summary introduces a range of Senate and non-Senate titles as illustrative rather than exhaustive:

- **Senate Titles:** Ladder Rank Professor, Professor of Teaching, Professor of Clinical X, and Professor In-Residence.
- **Non-Senate Titles:** Among Non-Senate Titles are Lecturers, Adjunct Professor, Health Sciences Clinical Professor, Volunteer Clinical Professor.

2.1.1 Senate Titles

Ladder Rank Professor

Appointment as a Ladder Rank Professor means an appointment that is tenure-track (Assistant rank) or tenured (Associate and Full ranks). Each rank contains several steps. Faculty in this series are evaluated across teaching, research and creative work, and university and professional service. Drawing from the Academic Personnel Manual (APM-210), expectations around Research and Creative Work require a continuous and effective program of scholarly activity, evidenced by peer-reviewed publications, books, recognized artistic achievements, or significant grant activity according to discipline-specific norms.

Professor of Teaching

Appointment as a Professor of Teaching carries an equivalent job security structure described as Potential Security of Employment (Assistant rank) or Security of Employment (Associate and Full ranks). Each rank contains several steps. Faculty in this series typically carry different teaching loads compared to Ladder Rank faculty, with a heavier focus on pedagogical delivery, curriculum development, and educational leadership.

While the job security equivalence of tenure and security of employment is an important point, occasionally the technical difference is also important when policies (e.g., Bylaw 55) specifically to tenure-track or tenured faculty and thereby do not address the faculty in the Professor of Teaching series.

Under APM-210, instead of standard Research and Creative Work, Professors of Teaching are evaluated on Professional and/or Scholarly Achievement and Activity. While disciplinary scholarship may apply, examples of achievement in this category include:

- Original materials designed to improve learning outcomes.
- Evidence-based design and evaluation of educational curricula or pedagogy.
- Administration and evaluation of a teaching program or learning center.
- Accepted invitations to present seminars or lectures at other institutions or before professional societies.

Professor of Clinical X

The Professor of Clinical X (Assistant, Associate, and Full ranks) series is a non-tenure academic track within the University of California system reserved for full-time faculty in the health sciences whose primary responsibilities center on direct patient care and clinical education. Each rank contains several steps. In this title, the "X" represents the faculty member's specific clinical specialty or discipline, yielding official rank titles such as *Professor of Clinical Medicine*, *Professor of Clinical Pediatrics*, or *Professor of Clinical Public Health*. Faculty in the Clinical X series are evaluated across four core criteria:

- **Teaching and Educational Activities:** Appointees carry a heavy instructional workload that includes bedside clinical teaching, precepting house staff/residents, mentoring medical students, and conducting lectures or ward rounds in clinical settings. Candidates must demonstrate excellence in teaching, which is often evidenced by teaching awards, student and resident evaluations, and curricular development.
- **Professional Competence and Clinical Care:** Faculty must maintain an active clinical practice and demonstrate recognized excellence and professional skill in patient care within their designated specialty.
- **Research and Creative Activity:** While Clinical X faculty typically spend less time on basic research compared to Ladder Rank or In-Residence professors due to their heavy clinical duties, creative and scholarly activity is still required for advancement. Unlike discovery-type basic science, creative work in this series often emphasizes clinical trial participation, case reports, reviews, clinical practice guidelines, or the development and dissemination of innovative teaching techniques and healthcare delivery models.
- **University and Public Service:** Faculty are expected to contribute to departmental, campus, and health system committees, as well as participate in professional societies and community health outreach related to their clinical expertise.

Professor In-Residence

The Professor In-Residence series (Assistant, Associate and Full ranks) is an Academic Senate faculty series within the University of California system. Each rank contains several steps. This series is used for academically qualified scholars who fulfill the exact same essential requirements as traditional Ladder Rank Professors, engaging in teaching, research, and service, with the primary structural difference being funding.

While regular Ladder Rank positions are funded through state General Funds (19900 funds), In-Residence positions are primarily supported by non-state sources, such as external research grants, contracts, clinical revenues, or non-state gifts. Faculty in the Professor In-Residence series are evaluated across the same four core criteria as regular professorial ranks:

- **Teaching and Educational Activities:** Appointees are required to carry a meaningful instructional load equivalent to Ladder Rank faculty in the same department. This includes delivering formal classroom lectures, leading seminars, supervising laboratory research, and mentoring undergraduate and graduate students (or medical residents/fellows in clinical departments).
- **Research and Creative Work:** Faculty must maintain an active, independent, and high-impact research program. Expectations match the rigor of the Ladder Rank series, requiring peer-reviewed publications, books, major grant acquisition, and national or international recognition in their discipline. In health science settings, this often includes basic science, translational, or clinical research.
- **Professional Competence and Activity:** Candidates must demonstrate active engagement in their professional field through participation in scholarly societies, editorial boards, peer-review panels, or clinical care (where applicable).
- **University and Public Service:** Appointees have full Academic Senate voting rights and are expected to participate actively in shared governance by serving on departmental, campus, and systemwide Senate committees, as well as engaging in public service related to their academic expertise.

In sum, ladder rank appointments are ideal for scholars whose position is tied to a permanently budgeted department slot provided by the university. Professor of Teaching appointments are ideal for educators who prefer a higher teaching load and wish to lead departmental or campuswide instructional initiatives, learning center evaluations, or course developments. Professor of Clinical X is ideal for master clinicians and clinician-educators whose primary career passion and daily activity revolve around running clinical practices, training residents and medical students on ward rounds, and conducting clinical/pedagogical scholarship. Professor In-Residence is ideal for the "Physician-Scientist" or health researcher who spends the vast majority of their time running a laboratory or research enterprise, with a smaller portion allocated to clinical duties and classroom instruction.

2.1.2 Non-Senate Titles

Lecturer

The Lecturer series encompasses non-Senate, unionized instructional appointments throughout the University of California system, designated specifically for faculty focused entirely on undergraduate or graduate teaching and course support. Represented under the bargaining unit title Unit 18 Lecturer, these instructors dedicate their effort to student learning and pedagogical delivery rather than the traditional balance of research and institutional service required of Senate faculty.

- **Primary Responsibility & Teaching Focus:** The appointment is focused almost exclusively on course delivery and instruction. Duties include preparing syllabus materials, delivering lectures or leading discussion sections, holding regular office hours, assessing and grading student work, and coordinating with course TAs where applicable.
- **Instructional Workload Credit (IWC):** Appointments are appointed on a full-time or part-time percentage basis tied directly to Instructional Workload Credit (IWC). A full-time appointment typically corresponds to a set number of IWCs (e.g., 9 IWCs per academic year on a quarter campus, where one standard 4-unit course generally equals 1 IWC).
- **Two-Tiered Appointment Structure:**
 - *Pre-Six Lecturers:* Initial appointments and reappointments during the first six years of service on a campus are typically made on temporary, year-to-year contracts based on departmental teaching needs.
 - *Continuing Lecturers:* After completing 18 quarters (or 12 semesters) of service in a department, a Lecturer undergoes a rigorous, formal Excellence Review. If deemed to have demonstrated instructional excellence, they earn a **Continuing Appointment**, which provides long-term job security and recurring instructional assignments that can only be reduced or ended due to programmatic changes or documented performance issues.
- **Absence of Research and Service Mandates:** Unit 18 Lecturers are evaluated solely on teaching effectiveness and instructional performance. They do not have formal research or creative activity expectations, nor are they required to

participate in university or departmental service (unless specifically assigned and compensated for administrative/curricular development duties).

Cooperative Extension

Cooperative Extension (CE) appointments (Assistant, Associate, and Full ranks) are specialized academic positions dedicated to applied research, public outreach, and mission-oriented extension of knowledge. Each rank contains several steps. Unlike traditional Senate faculty, CE appointees typically do not teach regular undergraduate or graduate credit-bearing courses. Instead, they translate scientific research into practical solutions for agricultural producers, natural resource managers, policymakers, and communities across California.

Cooperative Extension appointments are divided into two primary academic series: campus-based Specialists and county-based Advisors. Specialists work out of campus departments or statewide institutes to serve as regional subject-matter experts, conducting mission-oriented applied research and translating campus-wide faculty findings into real-world applications. Advisors operate out of local county offices to address grassroots agricultural, environmental, and community needs by performing localized research and delivering direct education to local stakeholders

Adjunct Professor

The Adjunct Professor series (Assistant, Associate, and Full ranks) is a non-tenure academic track used for individuals who make significant contributions to the university's academic, research, or clinical programs, but whose duties do not fit the traditional full-time Ladder Rank model. Each rank contains several steps. Depending on a candidate's background, professionals seek an Adjunct Professor appointment for several distinct reasons:

- To Conduct Grant-Funded Research Without Tenure-Track Demands: For professional researchers and scientists, an Adjunct title provides a formal academic home to serve as a Principal Investigator (PI) on external research grants, build a laboratory, and mentor graduate students without taking on the heavy, mandatory classroom teaching and institutional committee burdens required of tenured faculty.

- **Flexibility for Part-Time or Joint Careers:** For industry experts, corporate leaders, practicing attorneys, or policy experts, an Adjunct appointment provides a flexible mechanism to teach specialized courses or collaborate on research part-time while maintaining a primary career outside academia.
- **Institutional Recognition for Affiliated Scholars:** For researchers whose main appointment is at an affiliated hospital, national laboratory, or independent research institute, an Adjunct title formally recognizes their academic contributions to the university, granting them access to library resources, departmental facilities, and academic networks.
- **Steppingstone into Academia:** For early-career scholars and postdocs, serving as an Adjunct Professor allows them to gain university-level teaching experience, build a file of course evaluations, and establish academic credentials while searching for tenure-track positions.

Project Scientist

The Project Scientist series (Assistant, Associate, and Full ranks) includes non-Senate academic appointees who make significant, creative, and analytical contributions to research projects, typically under the direction of a PI. Each rank contains several steps. At UC Riverside, Project Scientists are key members of research labs across colleges like CNAS, BCOE, and the School of Medicine. Appointments are tied directly to extramural grant funding and are made on temporary term agreements (full-time, part-time, or without salary). Reappointment and merit advancement are based on professional achievements, scientific impact, and publication output.

Professional Researcher

The Professional Researcher series (Assistant, Associate, and Full ranks) consists of non-Senate academic appointees who engage in independent research equivalent in quality and rigor to that expected of the tenure-track Professor series. Each rank contains several steps. At UC Riverside, Professional Researchers lead or contribute to major research initiatives across colleges like CNAS, BCOE, and the School of Medicine. Unlike Project Scientists, Professional Researchers function as independent investigators, have full responsibility for their research programs, and can serve as PI with campus approval to secure extramural funding. Appointments are tied to available funding (state or non-state extramural grants).

Specialist

The Specialist series (Junior, Assistant, Associate, and Full ranks) provide technical expertise, specialized research support, and laboratory management to academic departments, organized research units, and core facilities. Each rank contains several steps. At UC Riverside, Specialists are heavily utilized across laboratory-intensive disciplines in colleges like CNAS, BCOE, and the School of Medicine. Specialists typically work under the general direction of a PI or lab director, providing operational and technical contributions to ongoing research projects rather than leading independent research agendas. The Specialist series accommodates a wide continuum of educational backgrounds, ranging from recent bachelor's graduates to senior technical experts with terminal degrees.

Academic Coordinator

The Academic Coordinator appointees (with ranks of I, II, and III) administer academic programs, operational units, and core scientific facilities that directly support the University's teaching and research missions. Each rank contains several steps. They focus on the administration, planning, development, and operational coordination of academic programs (e.g., managing scientific core facilities, coordinating large multi-section lab courses, directing educational outreach, or running academic success centers). Duties under this title are primarily administrative. Appointees cannot perform research or serve as instructors of record under this title alone; doing so requires a dual appointment (e.g., holding a separate Unit 18 Lecturer or Researcher title).

Academic Administrator

The Academic Administrator appointees (with no rank structure, but with Steps I-VII) hold major managerial and institutional leadership responsibilities over academic programs, multi-departmental centers, or campus-wide initiatives. Academic Administrators serve as directors, executive directors, or senior academic heads overseeing complex units that directly support teaching, research, and public service. Unlike Academic Coordinators, Academic Administrators may participate directly in teaching and research alongside their administrative duties,

Health Science Clinical Professor

The Health Sciences Clinical Professor series (with Assistant, Associate, and Full ranks) is a non-Senate academic series within the University of California system. Each rank contains several steps. It is designed for health sciences faculty, including those in medicine, dentistry, nursing, pharmacy, public health, and veterinary medicine, who

focus primarily on clinical practice and clinically relevant teaching rather than basic research. Unlike Professor of Clinical X faculty, Health Sciences Clinical Professors are non-Senate appointees. They can be appointed on a full-time, part-time, or without-salary basis (often used for salaried faculty at UC-affiliated facilities). Faculty in the Health Sciences Clinical Professor series are evaluated across four core criteria, weighted appropriately to reflect their primary clinical duties:

- **Teaching:** Appointees carry significant instructional responsibilities centered on patient care. They teach basic science application, clinical procedures, and patient management to medical students, residents, fellows, and other health professionals through ward rounds, clinics, lectures, and preceptorships.
- **Professional Competence and Activity:** Candidates must maintain active state licensure, credentialing, and board certification (where applicable). They are expected to demonstrate high-quality patient care and recognized clinical skill within their practice site.
- **Scholarly or Creative Activity:** While traditional bench research or major NIH grant acquisition is not required, faculty must engage in scholarly or creative efforts that derive from and support their clinical practice. Examples include participating in clinical trials, contributing to case reports or clinical reviews, developing clinical practice guidelines, or creating innovative teaching tools.
- **University and Public Service:** Faculty are expected to participate in departmental or hospital committees, quality improvement initiatives, professional society activities, or community health outreach programs related to their field.

Volunteer Clinical Faculty

A Volunteer Clinical Professor appointment (with Instructor, Assistant, Associate, and Full ranks) is a formal, non-salaried academic title given to community-based healthcare practitioners who voluntarily dedicate a portion of their time to teaching medical students, residents, or fellows. There are no steps within the different ranks. Appointees earn formal academic titles, ranging from *Volunteer Clinical Instructor* up to *Volunteer Clinical Professor*, which can be listed on their professional CVs, practice websites, and bios. It adds significant professional prestige and signals to patients and peers that the clinician maintains high standards of clinical expertise. While there is no cash compensation, clinicians must usually contribute a minimum number of voluntary service hours per year (typically 20 to 50+ hours of teaching, precepting, or lecturing) to

maintain the appointment and be eligible for eventual academic promotion in the volunteer series.

2.2 Role of Department Chairs

An important distinction exists between an academic department chair, the model utilized by the University of California system, and an academic department head, a structure commonly found at other universities nationwide. While both serve as the chief academic and administrative leader of a university department, an academic department chair and an academic department head differ fundamentally in their institutional authority, appointment structure, and relationship to departmental faculty. An academic department chair is typically an active faculty peer appointed for a fixed term (often three to five years) who acts as a representative and advocate for the department faculty while executing administrative duties. Chairs rely heavily on consultative governance, shared decision-making, and faculty voting consensus for major departmental matters, and they generally retain their faculty rank and research/teaching commitments with the expectation of returning to full-time faculty status after their term.

In contrast, an academic department head operates under a more top-down, executive model. A department head is typically hired from an administrative search, serves an indefinite term at the direct discretion of the Dean or executive leadership, and holds direct supervisory authority over faculty salaries, budgets, and personnel decisions without requiring formal departmental consultation or consensus. Department Chairs at UCR are appointed by the Dean of the college/school, and the responsibilities of the role can be grouped into six main operational areas:

2.2.1 Academic Leadership, Planning, and Vision

The Chair serves as the primary strategist for the department's long-term success, educational quality, and academic profile.

- **Strategic & Long-Range Planning:** Chairs organize annual department planning retreats and lead the development of long-range academic plans, strategic plans, and program reviews. They assess future faculty needs, project retirements, and define full-time equivalent (FTE) recruitment priorities.

- **Curricular Oversight & Learning Outcomes:** Chairs keep the department's curriculum under continuous review, drive curriculum reform, and oversee annual assessments of student learning outcomes in coordination with the Office of Evaluation and Assessment.
- **Advancement, Alumni, & Visibility:** Chairs act as publicists for the department by connecting with University Advancement, cultivating alumni relations, fundraising, and promoting major accomplishments through news outlets and press releases. They work to elevate the department's global profile by nominating faculty for awards and encouraging leadership in professional societies.

2.2.2 Faculty Recruitment, Onboarding, and Career Advancement

Chairs guide faculty through every stage of their academic career lifecycle, serving as a critical mentor and evaluator.

- **Recruitment & Hiring:** In consultation with departmental faculty, Chairs develop search plans, assemble diverse search committees, oversee candidate interviews, ensure compliance with equal opportunity and affirmative action guidelines, and co-sign Initial Complement Letters (Letters of Intent; LOIs) with the Dean. Chairs manage the onboarding process for new faculty and actively connect them with departmental and campus mentoring resources.
- **Academic Personnel Actions:** Department Chairs guide candidates through the academic personnel review process, ensuring faculty understand their options at each stage. In addition to advising candidates as they compile their file for review, Chairs organize and lead the departmental file review. They draft the department recommendation letter and share it with voting faculty to build consensus on its final content.

2.2.3 Departmental Operations, Budget, and Governance

As administrative managers, Chairs ensure the smooth execution of daily academic and business affairs.

- **Teaching & Workload Assignments:** Chairs hold final decision-making authority on instructional schedules, course offerings, and duty assignments for Senate faculty, non-Senate instructors, and Teaching Assistants (TAs), ensuring equitable distribution of class sizes, course levels, and times.

- **Fiscal & Resource Stewardship:** Chairs prepare, manage, and administer the department budget in accordance with University policy. They oversee the proper allocation and maintenance of facilities, space, equipment, and IT systems, ensuring safety protocols are enforced alongside campus health and safety officers.
- **Consultative Governance:** Chairs host regular department meetings, establish standing and ad-hoc committees, and lead annual reviews and discussions regarding departmental voting rights. The aim of a Chair is to gain department consensus about important decisions through a highly consultative process. Establishing consensus differs from unanimity but typically represents a clear majority.
- **Departmental Retreats:** An annual retreat provides an opportunity to both celebrate accomplishments from the past year and plan at a higher strategic level where and how the department should be trying to go in the years ahead, including for example, curriculum reform and hiring needs. Retreats are also a suitable time to mark anniversaries and significant awards/achievements of individual department members.

2.2.4 Personnel Management, Climate, and Compliance

Chairs maintain a safe, welcoming, and legally compliant working environment for faculty, non-Senate academics, staff, and student employees.

- **Diverse & Inclusive Climate:** Chairs are responsible for maintaining a culture hospitable to diversity, equity, and inclusion. They pay special attention to the career paths and "hidden service" burdens of junior faculty, female faculty, and faculty of color.
- **Labor & Unit 18 Management:** Chairs oversee non-Senate Lecturers (Unit 18 employees), conducting mandatory needs and performance assessments for reappointments and Continuing Appointments in accordance with collective bargaining agreements.
- **Policy Compliance & Misconduct:** Chairs ensure department compliance with policies covering Sexual Violence/Sexual Harassment (SVSH), Bullying and Abusive Conduct, Conflicts of Commitment/Interest (APM-025/015), and Research Misconduct. When necessary, they address non-collegial behavior,

consult with the Vice Provost for Administrative Resolution (VPAR) or Ombuds, and manage grievances or disciplinary actions.

2.2.5 Student Oversight, Instruction, and Support

Chairs uphold educational delivery standards and develop student-centered environments at both undergraduate and graduate levels.

- **Student Guidance & Welfare:** Chairs arrange for academic advising, handle student grievances, complaints, or misconduct, and connect students with campus resources (such as Student Affairs or Graduate Division).
- **Training & Supervision of TAs:** Chairs ensure Teaching Assistants, tutors, and student teacher aides receive proper pedagogical training, fair workload expectations under union contracts, and active supervision by Instructors of Record.
- **Student Recognition & Events:** Chairs help establish departmental student awards and organize department-level celebrations for commencement to engage graduating students as future alumni.

2.2.6 Personal Professional Development & Evaluation

Serving as Chair represents a shift in academic activity that impacts a faculty member's own career trajectory.

- **Balancing Scholarship & Service:** Because administration consumes significant time, Chairs are expected to maintain involvement in research and teaching, though reduced activity in these areas is recognized during merit and promotion reviews. Demonstrated excellence in administrative leadership is explicitly recognized as a criterion for academic advancement (merit increases and promotions up to Professor Step V).
- **Administrative Training & Term Limits:** Chairs serve at the discretion of the Dean (typically in terms up to five years, subject to review and reappointment). They are required to participate in Academic Personnel Office (APO) Chair Leadership workshops, practice time management, and seek guidance from administrative

partners, experienced chairs, and campus resources (e.g., Campus Counsel, Research and Economic Development [RED], VPAR).

2.3 Physical Presence on Campus

Faculty members who are employed by the University of California owe their primary professional allegiance to the University and accept as their own the University's responsibilities to advance and communicate knowledge. Teaching, research or other creative activities, and the cultivation of scholarly or creative competence, are their primary activities and should receive the largest commitment of time and energy. In order to meet this expectation, faculty members must maintain a significant presence (APM-025-8-a) 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.

- **Instruction & Research:** Unless a course is formally approved as a hybrid or online delivery module through the Academic Senate Educational Policy Committee (CEP), instruction and primary laboratory/research oversight are expected to take place physically on campus.
- **Service & Collegiality:** Physical presence enables informal intellectual exchanges, informal mentoring of junior colleagues, and active participation in local departmental affairs which are elements of university culture that cannot be fully replicated via teleconference.
- **Residency Expectations:** Faculty are expected to reside within a reasonable commuting distance from the campus during periods of active service. Living out of state or internationally while on active service status without explicit, pre-approved leave or formal telework arrangements is impermissible.

Remote presence serves as an operational tool to supplement, rather than replace, physical campus engagement:

- **Office Hours & Student Access:** Holding virtual office hours via platforms like Zoom can provide flexibility for students, but departments typically require that a significant portion of student contact hours remain available in person.

- **Committee Meetings & Governance:** While certain administrative or committee meetings may offer hybrid participation, routine remote attendance does not relieve a faculty member of the obligation to maintain an active physical presence in the department.
- **Absences and Travel:** Short-term remote work due to professional conference travel or field research requires proper notification or approval under UC leave policies (such as APM-750 for travel/leaves of absence). Engaging in remote work from an off-campus location does not waive the obligation to fulfill scheduled campus duties.

2.4 Unionization

At UC Riverside and across the University of California system, several key categories of academic employees are represented by labor unions:

- **Lecturers:** Represented by the UC-AFT (American Federation of Teachers). This unit encompasses non-Senate instructional faculty.
- **Teaching Assistants (TAs), Readers, and Tutors (Academic Student Employees - BX):** Represented by the United Auto Workers (UAW).
- **Graduate Student Researchers (GSRs):** Also represented by UAW.

2.4.1 Dual Role: Employee vs. Graduate Student

For faculty supervising graduate students who serve as TAs or GSRs, understanding the boundary between their employee role and their academic/student role is critical:

- **The Employee Role (Governed by Collective Bargaining Agreements):** When performing duties explicitly assigned as part of their employment, such as grading exams, holding discussion sections, setting up lab experiments for coursework, or conducting grant-funded research tied directly to their GSR appointment, they are operating as employees. Their working conditions, instructional workload credit (IWC), duty hours, appointment letters, leaves, grievance procedures, and compensation are strictly regulated by systemwide union contracts. Faculty supervisors must respect contract limits (e.g., maximum

weekly work hours) and follow required administrative procedures regarding corrective action or workload adjustments.

- **The Student Role (Governed by Academic Senate Policies & Graduate Division):** In their capacity as graduate students, their academic progress, such as taking required courses, passing qualifying exams, advancing to candidacy, writing a dissertation, or participating in general scholarly development, is governed by academic standards set by the Academic Senate, Graduate Division, and program faculty. Evaluation of their academic performance as students remains distinct from their job performance as employees.

Key Takeaway for Faculty: A student's performance or status in their academic program cannot be penalized or retaliated against due to labor issues, contract disputes, or performance in their employment role. Conversely, meeting employment duties does not automatically satisfy academic or dissertation milestones.

2.4.2 Contract Negotiations and Stoppages

When collective bargaining agreements (CBAs) expire, the University of California engages in systemwide negotiations with union leadership to establish new multi-year contracts.

What Can Happen During Negotiations

- **Bargaining & Mediation:** Negotiations usually occur over several months. If parties reach an impasse, neutral third-party mediation may be utilized.
- **Strike Authorization Votes (SAV):** Union leadership may call for a vote among members to authorize a strike if negotiations stall or if unfair labor practice (ULP) charges are filed.
- **Picket Lines and Work Stoppages:** If a strike is declared, union members may withhold their labor, meaning TAs may not hold discussion sections or grade papers, and GSRs may pause research tasks covered under their employment contracts.
- **Impact on Teaching and Grading:** During a work stoppage, faculty (as Instructors of Record) retain the ultimate academic responsibility for delivering course content, managing instructional continuity, and submitting final course grades in a timely manner.

Timeframe and Impact of Recent Strike Activities

Recent years have seen historic labor actions across the UC system that significantly altered the graduate academic landscape.

Fall 2022 Systemwide Strike (Nov–Dec 2022)

In November 2022, nearly 48,000 academic workers across all 10 UC campuses (including TAs, GSRs, Postdocs, and Academic Researchers) engaged in a six-week strike, the largest in US higher education history. The stoppage disrupted classes, midterms, and final grading across the system. The strike concluded in late December 2022 with ratified contracts that established substantial wage increases (with base pay increases phased in through 2024), enhanced childcare benefits, expanded paid family leave, and formal contractual protections against workplace bullying and harassment.

Spring 2024 Work Stoppage (May–June 2024)

UAW members conducted a targeted stand-up strike across several UC campuses over Unfair Labor Practice (ULP) charges related to the administrative response to campus protests.

Ongoing Operational Impact

These landmark contracts established higher minimum compensation scales for TAs and GSRs, requiring departments and Principal Investigators (PIs) to carefully budget for increased personnel and benefit costs on research grants and instructional allocations. Faculty are encouraged to maintain open lines of communication with their Department Chair and College Dean during contract renewal windows to ensure pedagogical and research continuity.

Part 3: Career Advancement, Performance, and Professional Standards

3.1 Advancement of Senate Faculty

3.1.1 Academic Rank, Step Structure, and Review Schedules

The University of California utilizes a rank and step structure across all departments. Each rank has a defined schedule for normative reviews:

- Assistant Professors: Steps I through VI exist, and normative review occurs every 2 years.
- Associate Professors: Steps I through V exist, and normative review occurs every 2 or 3 years, depending on the step.
- Full Professors: Steps I through XI exist. Normative time in Steps I through VIII is 3 years and in Step IX it is 4 years.

3.1.2 Types of Review

- Merit Reviews: Evaluate accomplishments in teaching, research/creative activities, and service since the last advancement. Successful reviews advance faculty to a higher step within rank, accompanied by a salary increase.
- Promotions: Move a candidate to a higher rank (e.g., Assistant to Associate, or Associate to Full). The review period covers the faculty member's entire career, with heavy emphasis on achievements since the previous promotion.
 - Assistant Professors must achieve tenure before the end of their 7th year (excluding approved extensions).
 - Promotions follow a standard mapping between the candidate's current step and the step at the new rank, though higher-than-normative initial placement at the new rank is possible.
 - All promotion reviews require external evaluation letters. The department chair solicits these letters from a list compiled of both candidate-suggested and department-suggested reviewers. The department-suggested reviewers remain anonymous to the candidate.
- Accelerations: Faculty may submit files earlier than normative time (accelerated timing) or request to skip steps (accelerated advancement). The evaluation bar for accelerations is exceptionally high.

- **Quinquennial Reviews:** A mandatory review triggered whenever a faculty member enters a fifth year of service since their last review. Evaluated as Satisfactory or Unsatisfactory. An Unsatisfactory rating requires an action plan developed with the Department Chair, Dean, and Vice Provost for Academic Personnel (VPAP).
- **Appraisal Reviews:** Pre-tenure evaluations for Assistant Professors, typically occurring in the fifth year of appointment, designed to evaluate progress toward tenure and provide formal feedback on the candidate's trajectory. Appraisals do not alter rank or step; outcomes are rated as Positive, Qualified Positive, or Negative.
- **Career Reviews:** Periodic comprehensive reviews designed to remedy structural inequities or misplacements in rank/step that accumulate over time. Once completed, a candidate must undergo two positive advancement reviews before requesting another.

3.1.3 Special Milestones within Full Professor Rank

- **Step VI:** Advancement to Step VI is a major career milestone requiring external review letters (similar to a promotion).
- **Distinguished Professor:** The title above Step IX. Requires external review letters and recognizes exceptionally sustained achievement. Within the UC system, advancing to Distinguished Professor is also known as Advancement to Above Scale, since the new salary is no longer tied to a specific rank and step.

3.1.4 Flexibility, Extensions, and Deferrals

- **Tenure Clock Extensions (Stop-the-Clock):** Assistant Professors cannot defer normative reviews, but they may request up to two one-year extensions of their pre-tenure period for justified reasons (and a third by exception).
- **Deferrals:** Associate Professors and Full Professors in Steps I through IV may choose to defer normative merit reviews, though they must be reviewed at least every five years.

3.1.5 Areas of Evaluation & Review Criteria

Advancement requires satisfactory accomplishments across core areas, evaluated holistically:

- Teaching and Mentoring: Assessed via required student evaluations, along with optional evidence such as peer visitation reports, mentoring self-statements, a teaching philosophy statement, and student self-assessments of learning gains.
- Research and Creative Activities: Research and creative activity for ladder-rank faculty constitutes continuous, high-quality, and significant scholarly or artistic output evaluated for its intellectual substance, originality, and impact rather than mere quantity. In traditional academic fields, this record is demonstrated through peer-reviewed journal publications, scholarly monographs, patents, and original software development.

While securing extramural grant funding is not a universal litmus test or a strict requirement across every discipline, it plays a vital role in the evaluation process; in laboratory, empirical, and resource-intensive fields, obtaining extramural grants is often necessary to build and sustain a viable research infrastructure, fund graduate researchers and postdocs, and acquire specialized equipment.

In fine arts and performance disciplines (such as music, theater, creative writing, architecture, and visual arts), distinguished creative production, including exhibitions, compositions, published literary works, and directorships, is accorded equivalent weight to scientific research, judged on scope, originality, and depth of expression.

Additionally, UC policy explicitly mandates that research contributions advancing diversity, equity, and equal opportunity in education and society, such as scholarship addressing health disparities or underrepresented populations, must be formally credited and evaluated with the same academic rigor as all other faculty achievements.

- Professional and/or Scholarly Achievements and Activities: A broader category of activity that substitutes for Research and Creative Activities for faculty in the Professor of Teaching series. Besides disciplinary-specific scholarship that applies to the Professor series, examples of additional types of achievements and activities in this category are original materials designed to improve learning outcomes, evidence-based design and evaluation of educational curricula or pedagogy, administration and evaluation of a teaching program or a learning

center, and accepted invitations to present seminars or lectures at other institutions or before professional societies.

- Book Chapter and/or Creative Activity Provision: Faculty at each rank may submit a completed book chapter (from an established single-author project) or a completed portion of a larger creative project once as sufficient scholarly activity for a merit review.
- Service: Encompasses contributions at the department, college/school, campus, public/community service, and professional service levels.

Although achievements across the review areas may be balanced, superior performance in one domain cannot compensate for unsatisfactory work in another. UCR recognizes that contributions to diversity, equity, and inclusion (DEI) can strengthen any or all of these three areas, for instance, through inclusive pedagogy in teaching, mentoring underrepresented students, conducting equity-focused research, or performing climate-building service. Additionally, UCR values community-engaged scholarship, acknowledging that its impact often falls outside traditional peer-review frameworks and standard academic outputs.

3.1.6 Review Process & Decision Authority

Files progress through the following stages:

- Faculty prepare their personnel files according to the established deadlines set by the department and/or college
- Department vote and recommendation
- Dean's recommendation
- Academic Senate Committee on Academic Personnel (CAP) recommendation
- Vice Provost for Academic Personnel (VPAP) recommendation
- Final Decision: Issued by the Dean (for deferrals), or the Provost (for merit advancements) or the Chancellor (for promotions), or by Vice Provost of Academic Personnel (for Appraisals and Quinquennials). Decisions on Career Reviews are determined by whether they result in merit advancement (Provost) or a promotion (Chancellor).

3.1.7 Special Salary Adjustments & Barrier Steps

- **Additional Salary Increments:** Exceptional performance in one area, or all areas of review significantly exceeding expectations, can drive recommendations for an additional salary increment (equal to 50% of the salary jump to the next higher step).
- **Barrier Steps (Associate V, Full V, Full IX):** Faculty at barrier steps who complete a quinquennial review with activity that would have merited a step advance (had an upper step existed) are also eligible for the half-step salary increment.

3.1.8 Special Accommodation Outcomes

- **Life Event Outcome (LEO):** Extends support for major life disruptions (e.g., medical issues, growing a family, bereavement, natural disasters). If a file demonstrates 50% of expected scholarly output alongside satisfactory teaching and service, the faculty member receives a temporary half-step salary increase as a down payment toward full advancement. When the subsequent advancement occurs, the temporary half-step salary increase is replaced by the full salary increase associated with the advancement. Requests are submitted confidentially to the Vice Provost for Academic Personnel.
- **COVID-19 Impact Provisions:**
 - **COVID-IMPACTED Outcome:** For files where pandemic disruptions curbed research output, candidates providing a self-statement may receive a half-step salary increase as a down payment toward full advancement once thresholds are met.
 - **Retroactive Promotion Pay:** Candidates whose promotion files were delayed by the pandemic can apply for retroactive pay by submitting a persuasive self-statement. Approved candidates receive a lump-sum payment covering the promotion salary differential for the approved delay period.

3.2 Advancement of non-Senate Faculty

Non-Senate faculty at UC Riverside, including Unit 18 Lecturers and non-Senate researchers, undergo periodic academic reviews to evaluate their performance for merit salary increases and promotions in rank. Because these positions are focused primarily on teaching or targeted research programs rather than the full scope of tenure-track responsibilities, the review process follows distinct timelines and criteria established by UC APM policies and relevant collective bargaining agreements.

Initiation and Review Criteria

Reviews are initiated according to established eligibility schedules, typically occurring every two to three years depending on the appointee's title, rank, and step. A candidate compiles a file containing a summary of achievements during the review period. For instructional appointees, evaluation focuses on teaching excellence, course development, and pedagogical contributions, evidenced by student evaluations, peer observations, and instructional materials. For non-Senate research titles, reviews center on scholarly output, grant support, and technical contributions. Unlike Senate faculty, non-Senate appointees are evaluated strictly within the assigned duties of their specific appointment scope.

Departmental Review and Committee Recommendations

Once submitted, the file is reviewed at the department or program level. The Department Chair or Unit Director, often informed by a departmental review committee, evaluates the file and writes a formal recommendation detailing the candidate's performance relative to the standards of their title series. For represented titles, such as Unit 18 Lecturers, the process adheres strictly to the procedural safeguards outlined in the UC-IX Collective Bargaining Agreement, including specific notice timelines and file access rights. The complete file, along with the departmental recommendation, is then forwarded to the college or school dean's office.

Final Authority and Administrative Decision

At UC Riverside, the Dean of the respective college or school serves as the final approving authority for merit and promotion decisions involving non-Senate academic appointees. While Senate faculty reviews involve multi-tiered campuswide governance, including the Divisional Committee on Academic Personnel (CAP) and final approval by the Provost or Chancellor, non-Senate reviews are streamlined at the dean's level. The

Dean reviews the file and departmental recommendation, issues the final written decision approving or denying the merit or promotion, and notifies the candidate and Academic Personnel Office.

3.3 Faculty Code of Conduct

The Faculty Code of Conduct (APM-015) pairs up standards of ethical conduct with explicit descriptions of unacceptable conduct across five distinct operational domains.

3.3.1 Responsibilities & Conduct Regarding Students

- Ethical Principles: To encourage the free pursuit of learning, demonstrate respect for students as individuals, adhere to proper scholarly standards, and act as intellectual guides and advisers.
- Unacceptable Conduct Includes:
 - Arbitrary denial of access to instruction or persistent failure to hold scheduled classes, office hours, or evaluate student work in a timely manner.
 - Evaluation of student performance based on non-academic criteria such as personal beliefs, race, religion, gender, or political views.
 - Discrimination, harassment, or retaliation against a student.
 - Engaging in romantic or sexual relationships with students over whom the faculty member currently has, or should reasonably expect to have, instructional, evaluative, or supervisory responsibility.
 - Direct exploitation of students for private financial or personal gain.

3.3.2 Responsibilities & Conduct Regarding Scholarship

- Ethical Principles: To seek and state the truth as they see it, devote energy to developing scholarly competence, and maintain critical self-discipline in using and transmitting knowledge.
- Unacceptable Conduct Includes:

- Plagiarism, falsification, or fabrication of research data or results.
- Deliberate misrepresentation of one's own academic credentials or scholarly achievements.
- Serious, persistent neglect of scholarly duties or research responsibilities.

3.3.3 Responsibilities & Conduct Regarding the University

- Ethical Principles: To seek to be effective teachers and scholars, comply with university regulations, and balance outside professional commitments with internal duties.
- Unacceptable Conduct Includes:
 - Intentional disruption or physical obstruction of university functions, teaching, research, or administrative activities.
 - Unauthorized use of university resources, equipment, facilities, or personnel for private commercial gain or personal benefit.
 - Misuse of the university's name, prestige, or official logo for personal or commercial endorsement.
 - Violating policies on Conflict of Commitment (APM-025) by failing to disclose or seek approval for outside professional activities.

3.3.4 Responsibilities & Conduct Regarding Colleagues

- Ethical Principles: To defend the free inquiry of associates, show respect for the opinions of others, and maintain objectivity when evaluating peers for tenure, promotion, or merit advancement.
- Unacceptable Conduct Includes:
 - Making evaluation decisions regarding a colleague based on non-professional criteria (e.g., personal malice, political views, or protected characteristics).

- Discrimination, harassment, or deliberate interference with the academic freedom or professional performance of a peer.
- Breach of confidentiality in peer-review processes, such as tenure votes, search committees, or grievance proceedings.

3.3.5 Responsibilities & Conduct Regarding the Community

- Ethical Principles: To measure the urgency of public obligations in light of university responsibilities, and to clarify when speaking as a private individual versus an institutional representative.
- Unacceptable Conduct Includes:
 - Intentionally misrepresenting oneself as speaking or acting on behalf of the University or the Academic Senate when expressing personal opinions as a private citizen.
 - Conviction of a serious crime that demonstrates unfitness to continue as a faculty member.

3.4 Processing Complaints of Faculty Code of Conduct Violations

UC Riverside's procedures for implementing policies on faculty conduct (APM-015 and APM-016) ensure due process, confidentiality, and peer review for all Academic Senate members and non-Senate instructional staff. The process progresses through distinct stages, moving from local informal resolution to formal Academic Senate inquiries and disciplinary hearings, with specific roles assigned to key campus participants at each step. The key players and their roles are:

Complainant

- Role: The individual (faculty, staff, or student) who initiates an allegation of misconduct.

- Responsibilities: Submits a signed written statement detailing the alleged APM-015 violation to the Department Chair, Dean, or Vice Provost for Administrative Resolution (VPAR). The complainant participates in informal resolution attempts and may be interviewed during formal inquiries. (Student complainants may request initial anonymity, though this may limit early informal resolution options).

Respondent (Accused Faculty Member)

- Role: The faculty member accused of violating the Faculty Code of Conduct.
- Rights & Responsibilities: Receives prompt written notice of allegations, maintains the right to review all submitted evidence, and has the opportunity to be heard at every step of the process. The respondent may participate in early informal resolution or present a defense with legal counsel during formal Senate hearings.

Vice Provost for Administrative Resolution (VPAR)

- Role: The primary administrative officer overseeing faculty discipline procedures and conflict resolution.
- Responsibilities: Facilitates early informal resolution efforts alongside Department Chairs, Deans, or the Ombudsperson. Evaluates complaint submissions, coordinates with the Committee on Charges on determining if there are probable cause findings that advance the case to formal disciplinary charges.

Committee on Charges

- Role: An independent Senate committee that acts as a confidential investigative body.
- Responsibilities: Conducts a confidential inquiry and gathers evidence to evaluate whether there is probable cause and credible evidence supporting the alleged violation. The committee reports its findings to the Vice Provost of Academic Personnel (VPAP) where a final decision on probable cause is made.

Committee on Privilege and Tenure (P&T)

- **Role:** The standing Academic Senate committee responsible for conducting formal, impartial peer-review disciplinary hearings.
- **Responsibilities:** Forms a neutral hearing panel to evaluate formal charges filed by the administration. The panel hears testimony, reviews evidence against a clear and convincing evidence standard, and submits a confidential report to the Chancellor with its findings of fact and recommended disciplinary sanctions.

Chancellor

- **Role:** The executive authority responsible for initiating formal discipline and issuing final decisions.
- **Responsibilities:** Following the P&T hearing, the Chancellor holds non-delegable authority to issue the final administrative decision and impose disciplinary sanctions (or meet with P&T if proposing a decision that differs from their recommendation).

3.5 Filing a Grievance

Within the University of California, a faculty grievance is a formal administrative procedure through which a faculty member seeks redress for an action or decision by the University Administration that allegedly violates their professional rights, breaches established university policy, or infringes upon academic freedom.

Unlike disciplinary complaints, which seek to discipline an individual faculty member for misconduct, a grievance is brought by a faculty member against the Administration (such as a Department Chair, Dean, Provost, or administrative committee) to correct an improper administrative act.

3.5.1 Key Grounds for a Grievance

A faculty member may file a grievance if they believe administrative action has improperly affected their terms or conditions of employment. Common grounds include allegations of:

- Arbitrary, capricious, or discriminatory evaluation during merit, promotion, or tenure reviews.
- Infringement upon academic freedom or procedural due process.
- Improper withholding or denial of benefits, such as sabbatical leave, research funds, or assigned space.
- Unlawful discrimination or retaliation by administrative officers.

3.5.2 Submission Requirements

A formal grievance must be submitted in writing directly to the Chair of the Divisional Academic Senate Committee on Privilege and Tenure (P&T). The written statement must clearly outline:

1. The specific administrative action or decision being grieved.
2. The university policies, bylaws, or professional rights allegedly violated.
3. The administrative officer(s) or body responsible for the action.
4. The specific remedy or corrective action sought by the faculty member.

3.5.3 Adjudication Process

The adjudication process follows a structured, peer-reviewed path managed by P&T:

- **Prima Facie Review:** Upon receiving the grievance, P&T conducts a preliminary assessment to verify whether the grievance was filed within required time limits and whether it establishes a prima facie case meaning that the alleged facts, if proven true, would constitute an infringement of the faculty member's rights or a violation of policy.
- **Informal Resolution / Conciliation:** If accepted for review, P&T typically attempts informal conciliation or assigns an officer to mediate between the faculty member and the administration to resolve the dispute without a formal hearing.

- **Formal Hearing:** If informal efforts fail or are inappropriate, P&T appoints a neutral hearing panel of Senate peers. During the formal hearing:
 - The faculty member bears the burden of proving that their rights were violated or that policy was improperly applied.
 - Both the faculty member and the designated administrative representative have the right to present evidence, call witnesses, and be accompanied by an advisor or legal counsel.
- **Findings and Recommendations:** Following the hearing, the P&T panel drafts written findings of fact and conclusions. If P&T concludes that the faculty member's rights were violated, it submits a confidential report and recommends a remedy to the Chancellor.

3.5.4 Possible Remedies

Because grievance is a corrective mechanism rather than a punitive one, the outcome of a successful grievance is a remedy designed to restore the faculty member to the position they would have occupied had the violation not occurred. Depending on the nature of the grievance, possible remedies include:

- **Academic Review Remedies:** Re-evaluating a denied merit, promotion, or tenure file utilizing an independent, newly constituted ad hoc review committee or directing a fresh review free from procedural error or bias.
- **Fiscal & Resource Remedies:** Restoring withheld or misallocated research funds, startup packages, laboratory space, or equipment.
- **Leave & Status Remedies:** Approving previously denied sabbatical leaves, Active Service-Modified Duties (ASMD), or administrative leave credit.
- **Personnel Record Adjustments:** Removing improper, arbitrary, or unverified negative materials from the faculty member's personnel file.

3.6 Conflict of Interest and Conflict of Commitment

While both concepts address professional ethics and integrity, conflict of interest (COI) deals with financial gain, whereas conflict of commitment (COC) deals with time and effort.

- **Conflict of Interest (COI):** Occurs when a faculty member's external financial relationships, commercial activities, or personal investments could improperly influence, or appear to influence, their professional judgment, objectivity in research, or official decision-making at the university. In short, COI asks: *"Does an outside financial relationship compromise your objectivity?"*
- **Conflict of Commitment (COC):** Occurs when a faculty member's external activities, whether compensated or uncompensated (such as consulting, teaching at another institution, or serving on outside boards), interfere with their primary professional obligations and time commitment to UC Riverside, including their core responsibilities in teaching, research, and university service. In short, COC asks: *"Does an outside activity divert too much time from your university duties?"*

When faculty encounter situations that may pose, or appear to pose, a potential COI or COC, early disclosure and proactive consultation are essential to ensure compliance with university policy while protecting personal and professional integrity. The resolution path begins with open communication at the local department level and escalates to dedicated institutional compliance offices depending on the nature of the concern.

3.6.1 Managing Potential Conflict of Commitment (COC)

For potential conflicts of commitment regarding outside professional activities, faculty should first consult with their Department Chair to discuss the scope, time burden, and potential overlap with their core university obligations.

- **Category I Activities:** Activities such as teaching at another institution, executive roles, or founding a company require prior approval from the University.
- **Management Plans:** If a potential conflict arises, the Department Chair, in consultation with the Dean's Office Academic Personnel staff, can help establish an approved management plan or adjust university duties to ensure core commitments in teaching, research, and service are fully met. Complex or unresolved questions regarding conflict of commitment can be escalated directly to the Vice Provost of Academic Personnel (VPAP).

3.6.2 Managing Potential Conflict of Interest (COI)

For potential conflicts of interest, particularly those involving external financial entities, sponsored research, technology commercialization, or outside consulting, faculty must disclose financial interests through standard compliance forms (such as the 700-R or eDCOI system) when submitting grant proposals or engaging in commercial partnerships.

- **Review Authority:** The UCR Conflict of Interest Committee (COIC), managed within the Office of Research and Economic Development (RED), reviews these disclosures to determine if a financial interest creates a conflict.
- **COI Management Plans:** If a conflict is identified, the COIC works directly with the faculty member to implement a formal COI Management Plan, which may involve independent oversight of research, full disclosure in publications, or modifications to licensing agreements.

Part 4: Teaching, Instruction, and Educational Policies

At the University of California, Riverside (UCR), undergraduate and graduate instruction operates under the academic regulations established by the UCR Academic Senate and its Committee on Educational Policy (CEP) and Graduate Council.

4.1 Syllabus Requirements & Essential Elements

UCR Academic Senate guidelines require instructors to provide a syllabus to students at the beginning of each course to set clear expectations and fulfill regulatory compliance. A comprehensive UCR syllabus should include the following core elements:

- **Basic Course & Administrative Details:** Course title, subject code/number, unit value, term/year, meeting times, and location.
- **Instructor & TA Contact Information:** Instructor name, office hours (location and times), email address, and Teaching Assistant details (if applicable).

- **Course Description & Prerequisites:** A description matching the official UCR General Catalog and any required prerequisites or co-requisites.
- **Student Learning Outcomes (SLOs):** Clear statements of what skills, knowledge, or competencies students will gain upon successfully completing the course.
- **Required Materials:** Textbooks, software, lab manuals, course readers, or specialized equipment required for the class.
- **Grading Policy & Evaluation Criteria:** Detailed breakdown of how final grades are calculated, including weight distribution (e.g., exams 40%, assignments 30%, participation 10%, final exam 20%), grading scale (plus/minus grading standards), and policies regarding late submissions or make-up work.
- **Course Schedule & Timeline:** Weekly/daily breakdown of topics, required readings, assignment due dates, and scheduled exam dates.

4.2 Grading Policies, Grade Changes, and Incompletes

The University of California, Riverside (UCR) evaluates academic achievement primarily through a standard letter-grade scale from A to F, weighted on a 4.0 grade point scale with plus and minus modifiers, alongside alternative non-letter options such as Pass/No Pass (P/NP) for undergraduates and Satisfactory/No Credit (S/NC) for graduate students. Under ordinary circumstances, all final grades reported by an instructor at the end of the term are considered permanent and unalterable, establishing a firm standard for academic record-keeping.

An Incomplete (I) grade serves as a temporary designation for students who are performing at a passing level throughout the quarter but are unable to finish a minor portion of the coursework due to documented, unavoidable circumstances such as serious illness or emergency. To receive an I, the student must request approval from the instructor before the end of the term and agree upon a plan to fulfill the outstanding requirements. Students should not re-enroll in the class to resolve an Incomplete; instead, undergraduate work must be submitted by the end of the subsequent academic quarter, whereas graduate students are typically allowed up to one calendar year. If the agreed-upon work is not completed within this timeframe, the grade automatically lapses to an F or No Credit on the student's official transcript.

Grade changes are strictly regulated by Academic Senate policies and cannot be granted to allow a student to submit late work after the quarter has closed or to re-evaluate completed assignments. Permissible grade changes are limited to correcting verified administrative or clerical calculation errors made during the reporting process, replacing an Incomplete grade once the outstanding coursework is fulfilled, or

resolving a formal academic grievance involving arbitrary or improper evaluation. To execute a valid grade change, the instructor of record submits a petition through UCR's electronic grading portal (iGrade) with a detailed written justification, which must then route for administrative approval through the Department Chair and College Dean before the Registrar updates the student's permanent record.

4.3 Academic Integrity and Classroom Misconduct

At the University of California, Riverside (UCR), maintaining academic integrity is a shared responsibility among faculty, students, and administration, governed strictly by the UCR Academic Senate and the campus Student Conduct & Academic Integrity Programs (SCAIP) office.

Academic Integrity Standards & Mandatory Reporting

Academic integrity violations at UCR encompass cheating, plagiarism, unauthorized collaboration, fabrication, falsification, and facilitating academic dishonesty. Under campus policy, instructors do not have the authority to unilaterally impose sanctions, such as issuing a failing grade for a course or assignment, without formally reporting the incident. When an instructor suspects a violation, they are required to report the matter to SCAIP via an online incident report, providing supporting evidence such as the course syllabus, exams, Turnitin originality reports, or written statements. Reporting ensures that students receive due process and allows the campus to track repeat offenders across different courses and departments.

The SCAIP Review Process

Once a report is submitted, SCAIP initiates a formal administrative review process. The student is notified and invited to attend an informal resolution meeting with a conduct officer to review the allegations and evidence. If the student accepts responsibility, SCAIP assigns administrative sanctions (ranging from a educational module or written warning to disciplinary probation, suspension, or dismissal) and coordinates with the instructor regarding academic sanctions (such as a zero on the assignment or an F in the course). If the student disputes the allegations, the case proceeds to a formal hearing before the Student Conduct Committee or a designated hearing officer, where both the instructor and student present evidence. The final determination is made based on the "preponderance of the evidence" standard (whether it is more likely than not that the violation occurred).

Managing Classroom Disruptions and Safety Threats

When dealing with disruptive or hostile behavior in the classroom, instructors should distinguish between non-threatening disruptions and immediate safety risks. For minor disruptions (such as persistent side conversations or argumentative behavior), the instructor should address the student calmly, explain how the behavior violates classroom expectations, and, if necessary, ask the student to leave the class session for the day; any such incident should subsequently be reported to SCAIP for conduct follow-up.

However, if a student acts aggressively, displays severe emotional distress, or makes direct or implied threats to the safety of the instructor or classmates, safety takes immediate precedence. In scenarios involving an imminent threat or physical danger, the instructor should immediately pause or evacuate the class and call the UC Riverside Police Department (UCRPD) by dialing 911. For troubling or concerning student behavior that does not present an immediate danger, instructors should immediately submit a referral to the UCR Student of Concern Team (CARE Team / Behavioral Intervention Team) or Contact the Dean of Students office for coordinated campus intervention and support.

4.4 Student Accommodations and Access

At the University of California, Riverside (UCR), educational access is framed as a collaborative partnership between the student, the faculty member, and the Student Disability Resource Center (SDRC). The goal of this tripartite relationship is to remove environmental and instructional barriers for students with disabilities while preserving the fundamental learning outcomes and academic rigor of UCR's curriculum.

The SDRC Interactive Process and Notification

The process begins when a student registers with the SDRC and engages in an interactive intake process with a Disability Specialist to document their barrier and determine reasonable accommodations. Once approved, the student generates an official Letter of Accommodation through the SDRC online portal, which is sent to the instructor of record. Accommodation letters notify faculty of approved adjustments, such as extended exam time, distraction-reduced testing environments, peer note-taking, or assistive technologies, without disclosing the student's underlying medical or personal diagnosis. Students are encouraged to discuss these accommodations with their instructors early in the quarter to establish practical logistics for implementation.

Protecting Core Academic Requirements and Essential Elements

Accommodations are designed to alter *how* a student demonstrates mastery, not *what* they are required to master. Under federal law and UC policy, accommodation is considered unreasonable if it fundamentally alters the essential nature or core academic standards of a course. If an instructor believes that a requested accommodation, such as a request for extended assignment deadlines or flexible attendance, compromises a fundamental learning objective (for example, essential lab techniques, group collaboration requirements, or synchronous participation skills), the faculty member should not unilaterally deny the request. Instead, the instructor contacts the assigned SDRC Disability Specialist to initiate a consultative review. Together, they evaluate the course learning objectives, syllabus requirements, and pedagogical goals to determine if the accommodation can be implemented as-is, adjusted to fit the course design, or replaced with an equally effective alternative.

Joint Collaboration and Dispute Resolution

Successful accommodation delivery relies on open communication and proactive coordination throughout the term. For exam accommodations, faculty and the SDRC work together to ensure tests are administered smoothly, either directly within the department or at the SDRC Testing Center. If a disagreement arises regarding the reasonableness of accommodation or its impact on course standards, the SDRC facilitates a formal dialogue involving the faculty member, the department chair, and the disability specialist to find an equitable solution. Throughout this process, the student continues to receive provisional accommodation to ensure uninterrupted educational access while academic integrity and standards remain fully protected.

4.5 Teaching Resources and Instructional Support

At the University of California, Riverside (UCR), instructional excellence and pedagogical innovation are supported by a coordinated ecosystem of campus organizations, technology platforms, and library programs. Together, these entities provide holistic professional development for faculty, graduate student teaching assistants, and instructional staff across all disciplines.

4.5.1 XCITE and the Center for Teaching and Learning

XCITE (eXploration Center for Innovative Teaching and Engagement) serves as UCR's central hub for instructional innovation, digital pedagogy, and teaching support. XCITE

brings together instructional designers, educational technologists, and media specialists to help faculty design engaging courses, integrate emerging technologies, and adopt evidence-based teaching practices.

Historically, pedagogical development and teaching workshops at UCR were spearheaded by the Center for Teaching and Learning (CTL). To create a streamlined, modern support structure, UCR integrated the core mission, faculty development programs, and pedagogical consulting of the CTL directly into XCITE. Today, XCITE serves as the evolution of the CTL, combining traditional pedagogical support (such as syllabus design, active learning strategies, and inclusive teaching workshops) with advanced instructional technology and digital media design under a single organizational umbrella.

4.5.2 Canvas

UCR's digital learning environment is anchored by Canvas, the university's official Learning Management System (LMS). Canvas serves as the primary virtual hub for course materials, assignment submissions, grading, asynchronous discussions, and real-time student communications. Canvas offers seamless integration with third-party tools, such as Turnitin for plagiarism detection, YuJa for video lecture hosting and captioning, Zoom for remote/hybrid instruction, and iGrade for seamless final grade submissions to the Registrar, providing a far more modern and reliable infrastructure than the legacy iLearn system.

4.5.3 Academy of Distinguished Teachers

The Academy of Distinguished Teachers (ADT) is an elite advisory group composed of UCR faculty members who have been formally recognized for extraordinary achievement in teaching, pedagogical innovation, and educational leadership. Members are recipients of the prestigious campuswide *Distinguished Teaching Award*. Members are nominated by their peers, department chairs, or students based on a rigorous track record of sustained teaching excellence, outstanding student evaluations, curriculum development, and contributions to educational access. A committee of past awardees and Academic Senate representatives evaluates candidates and selects new inductees annually. Election to the Academy represents one of the highest honors a UCR faculty member can achieve.

The ADT serves as a vital peer-to-peer instructional resource for the UCR community. Members offer:

- Mentorship: One-on-one pedagogical mentoring for junior, non-Senate, and newly appointed faculty.
- Peer Observations: Confidential classroom observations and constructive feedback on teaching delivery and course design.
- Workshops & Panels: Leading discussions on innovative teaching methods, classroom management, and inclusive pedagogy.
- Governance & Policy Consultation: Advising the Executive Vice Chancellor, Provost, and Academic Senate on campus policies affecting undergraduate and graduate instruction.

4.5.4 UCR Library Instructional Support and Resources

The UCR Library (Rivera and Orbach Science Library) plays a critical role in supporting classroom instruction, digital scholarship, research services, and information, digital, and AI literacy across campus.

Key Instructional Programs and Services:

- Course-Integrated Information Literacy Instruction: Librarians visit classrooms or host library instruction sessions to teach students advanced research strategies, source evaluation, and database navigation tailored to specific discipline assignments.
- Learning Objects: Librarians create customized learning objects (such as research guides, asynchronous modules, or assessment activities) to meet assignment criteria, achieve learning outcomes, and develop research and information skills.
- Digital, Data, and AI Literacy Workshops: The Library offers a quarterly series of practical workshops for students and faculty in AI, data, and digital literacy. GIS, digital scholarship, and emerging technology workshops are offered with an emphasis on learning, research skills and workforce readiness. Workshops are complemented by meetups, events, individual consultations, and project collaborations with faculty, students, and staff.
- Course Reserves (Physical and Electronic): The library manages physical and digital course reserves, ensuring students have free, equitable access to required textbooks, articles, and media through Canvas integrations.

- Open Educational Resources (OER) Initiatives: The UCR Library partners with faculty to identify and adopt zero-cost, high-quality Open Educational Resources and multi-user access copies, reducing textbook cost barriers for students.
- Interlibrary Loan (ILL): ILL enhances teaching, learning, and research by connecting faculty and students with scholarly resources and specialized materials beyond the university library's local collections. By sourcing items from other UC campuses as well as nationally and internationally, ILL expands the range of available books, articles, media, and unique sources. This enables instructors to enrich course content, support curriculum development, and provide a rich and diverse learning experience for students.

The Maker Services & Digital Scholarship: These services are located in the Orbach Science Library. The Maker Services, GIS and data visualization workshops, the Innovative Media, Robotics, and AI-Enhanced Scholarly Technology labs, allow instructors to incorporate hands-on emerging technology projects into their curricula. Staff provide guidance for lab software and equipment. A suite of events, meetups, and workshops complement each lab. The biweekly KUCR podcast *The Reference Desk* highlights faculty research and the library resources and technologies available to faculty and students.

4.5.5 Using Evidence for Teaching Effectiveness

Improving teaching efficacy relies on transitioning from viewing evaluation as a summative judgment (assigning a score for promotion or tenure) to using it as formative feedback (identifying specific, actionable ways to enhance student learning). Relying solely on end-of-term Student Evaluations of Teaching (SETs) presents documented limitations, such as cognitive and structural biases, response rate variations, and lagging timing. To meaningfully drive pedagogical growth, faculty benefit from analyzing SETs alongside a triangulated, multi-faceted body of teaching evidence.

While students are generally not equipped to evaluate expert course design or discipline mastery, they are uniquely positioned to report on their **lived learning experience**, such as clarity of instruction, pace, workload, engagement, and perceived equity. Faculty can leverage SETs for self-improvement through several focused approaches:

- Separating Signal from Noise: Quantitative averages can obscure valuable insights. Faculty should look for patterns across qualitative comments rather than dwelling on extreme outliers or single negative remarks. Repeated mentions of

ambiguous assignment instructions, disorganized slides, or overly fast pacing indicate concrete areas for adjustment.

- **Mid-Term / Early-Course Feedback:** Standard SETs arrive after a term ends, when it is too late to help current students. Conducting informal mid-quarter evaluations (such as "Start-Stop-Continue" surveys or Minute Papers) allows faculty to make real-time adjustments. Discussing these results with the class demonstrates that student input is valued and promotes a shared commitment to learning.
- **Targeting Actionable Dimensions:** Faculty should focus on student feedback concerning operational and environment-based factors, such as whether feedback on assignments was timely, office hours were accessible, or active learning exercises aided comprehension.

Because SETs provide an incomplete picture, combining student feedback with peer, institutional, and self-reflective evidence creates a robust baseline for improvement:

- **Peer Reviews:** Trained faculty colleagues can observe class sessions to evaluate instructional delivery, student engagement, active learning strategies, and question-and-answer dynamics. Peer reviewers can examine course syllabi, assignment rubrics, exam rigor, and learning objectives to ensure alignment with departmental standards and modern discipline research.
- **Pre- and Post-Assessments:** Utilizing diagnostic tests at the beginning and end of a term measures actual student growth and identifies conceptual gaps in the curriculum.
- **Teaching Logs and Post-Class Notes:** Keeping brief notes after lectures about what resonated, where confusion arose, or which active learning exercise fell flat creates a record for course revisions.
- **Reflective Teaching Statements:** Synthesizing student feedback, peer input, and learning outcomes into a reflective teaching statement helps faculty track pedagogical goals over time.

Part 5: Student Affairs, Well-Being, and Campus Life

5.1 Division of Student Affairs

The Division of Student Affairs serves as the primary administrative engine dedicated to student life, wellness, campus community, and holistic co-curricular development at UC Riverside. Led by the Vice Chancellor for Student Affairs (VCSA), the division oversees dozens of departments across campus life, student health, basic needs, housing, student conduct, and diversity initiatives.

How Student Affairs Serves Students

Student Affairs supports students throughout their entire university experience, providing crucial safety nets, health infrastructure, identity programs, and leadership opportunities:

- **Health & Holistic Wellness:** Oversees Student Health Services (SHS), Counseling and Psychological Services (CAPS), the Student Recreation Center (SRC), and the Well, ensuring accessible physical, mental, and preventative care.
- **Student Basic Needs & Housing:** Manages on-campus housing, residential life programming, dining facilities, and the Basic Needs Hub (including the R'Pantry and emergency housing assistance).
- **Identity, Diversity & Belonging:** Operates the university-funded Ethnic & Gender Student Centers in Costo Hall (e.g., African Student Programs, Chicano Student Programs, Native American Student Programs, LGBT Resource Center, Women's Resource Center, and others).
- **Accessibility & Student Support:** Houses the Student Disability Resource Center (SDRC), ensuring academic and physical accommodations, and the Case Management/Case Affairs team, which supports students navigating complex personal or medical crises.

How Student Affairs Engages with Faculty

For faculty, Student Affairs acts as an indispensable operational partner in managing classroom environments, supporting distressed students, and fulfilling legal accommodation mandates:

- Student Crisis & Disruption (CASE & CAPS): When faculty encounter students experiencing severe distress, mental health crises, or disruptive behavior in the classroom or lab, Student Affairs provides crisis intervention teams, case managers, and the Highlander Early Action and Response Team (HEART) to intervene.
- Academic Accommodations (SDRC): Coordinates directly with faculty to implement legally mandated academic accommodations for students with disabilities, managing alternative testing spaces, note-taking services, and accessible instructional technology.
- Student Conduct & Academic Integrity (SCAIP): Administers the non-academic student conduct code and coordinates with faculty on undergraduate academic integrity reports (such as cheating or plagiarism) involving undergraduate students.
- Co-Curricular & High-Impact Learning: Partners with faculty to integrate classroom learning with student life, co-sponsoring undergraduate research opportunities, service-learning projects, and student organization advising.

Chief Campus Events Coordinated by Student Affairs

Student Affairs, often working through the Associated Student Program Board (ASPB) and campus traditions committees, plans and executes UCR's largest signature campus events:

- Highlander Orientation: Multi-day onboarding and transition programs for incoming freshmen, transfer students, and their families held throughout the summer.
- Welcome Week & Block Party: Campus-wide celebrations to kick off the fall quarter, culminating in Block Party, a massive outdoor music festival held on campus featuring national recording artists.
- SpringFest: The signature spring concert event, bringing thousands of students together for live entertainment, food, and community activities before final exams.
- Homecoming: A major multi-day campus tradition combining athletic events, spirit rallies, alumni gatherings, and student festivities.

- Commencement Ceremonies: Coordinates the logistics, staging, and student participation for UCR's official graduation ceremonies each spring and winter.

5.2 Student Governance and Organizations

The Associated Students of UC Riverside (ASUCR) and the Graduate Student Association (GSA) serve as the official, self-governing student advocacy bodies for undergraduate and graduate students, respectively. Both organizations operate independently under authority delegated by the UC Regents and the Chancellor, ensuring student representation across university policy, fees, academics, and campus life.

ASUCR – Undergraduate Student Government

ASUCR governs on behalf of all enrolled undergraduate students, managing student fee allocations, hosting campus programming, and lobbying university and state officials.

- Elections: ASUCR conducts annual campus-wide elections every spring. Overseen by an independent, student-led Elections Committee and Elections Director, candidates campaign for Executive Officer positions (President, Vice Presidents) and Senate seats representing UCR's academic colleges (BCAE, CHASS, CNAS, SPP, SOE). Elections also serve as the mechanism for students to vote on campus-wide referendums and fee initiatives.
- Engagement with Faculty: ASUCR appoints undergraduate representatives to sit on major Academic Senate Committees (e.g., Undergraduate Council, Educational Policy, Courses). Through these committees, student leaders advocate directly to faculty regarding grading policies, course availability, curriculum updates, and general education requirements.
- Engagement with Administration: Executive officers meet regularly with the Chancellor, Vice Chancellor for Student Affairs, Provost, and campus department heads to represent student concerns regarding campus safety, housing, mental health resources, and tuition/fees. ASUCR also lobbies state legislators and the UC Board of Regents through the University of California Student Association (UCSA).

- **Work on Behalf of Students:** ASUCR funds and manages vital student-facing services, including campus safety shuttles (Point-to-Point), basic needs/food pantry support, legal assistance, and sustainability initiatives.
- **Funding Opportunities Offered**
 - **Student Organization Funding:** Allocates financial support to hundreds of registered student organizations (RSOs) for campus events, operational costs, and meetings.
 - **Undergraduate Travel Grants:** Provides competitive travel funding for undergraduates presenting research at academic conferences or participating in professional development events.
- **Campus Organizations Supported:** ASUCR directly collaborates with key campus entities to enrich the student experience, allocating student fee funding and co-sponsoring events with the Associated Student Program Board (ASPB), which hosts large-scale concerts and cultural programming. This support extends directly to the collection of university-funded Ethnic & Gender Student Centers housed in Costo Hall (including African Student Programs, Chicano Student Programs, Native American Student Programs, the LGBT Resource Center, and others) to fund cultural heritage events, identity-based programming, and campus diversity advocacy. Additionally, ASUCR supports academic advancement by partnering with the Undergraduate Research Portal, a centralized digital platform managed by the Office of Undergraduate Research that allows faculty to post lab openings and enables students to search for, apply to, and secure faculty-mentored research positions across all disciplines.

GSA - Graduate Student Government

The GSA is the governing body specifically tailored to the unique academic, professional, and labor concerns of master's and doctoral students.

- **Elections:** The GSA holds annual elections in the spring for executive positions (President, VP of Academic Affairs, VP of Internal Affairs, VP of External Affairs). Representatives to the General Student Council (GSC) are elected or designated directly through departmental/program "Mini-GSAs" across campus.
- **Engagement with Faculty:** GSA collaborates closely with the Graduate Council of the Academic Senate and departmental Graduate Advisors. Student

representatives participate in faculty committees addressing degree requirements, mentorship standards, qualifying exam guidelines, and new graduate program approvals.

- **Engagement with Administration:** GSA leadership works directly with the Dean of the Graduate Division, the Provost, and the Chancellor on critical issues such as TA/GSR compensation, housing affordability, health insurance (GSHIP) benefits, and childcare support. On a systemwide level, GSA engages with the University of California Graduate and Professional Council (UCGPC).
- **Work on Behalf of Students:** The GSA advocates for graduate student welfare, lobbies for competitive funding packages, provides social networking opportunities across academic disciplines, and offers resources for non-academic career preparation.
- **Funding Opportunities Offered**
 - **GSA Conference Travel Grants:** Administered in partnership with the Graduate Division, these popular grants reimburse graduate students presenting original research or posters at regional, national, or international academic conferences.
 - **Departmental "Mini-GSA" Grants:** Distributes quarterly funds back to departmental graduate student organizations to host academic workshops, social events, and guest speaker seminars.
- **Campus Organizations Supported:** The Graduate Student Association (GSA) actively supports departmental student groups, GradSuccess initiatives, and graduate student affinity groups to foster professional growth and community. Through its partnership with GradSuccess—the Graduate Division's professional development hub—the GSA supports writing centers, career workshops, and campus-wide events like Grad Slam, an annual competition where students present complex research in three minutes or less using accessible language. Additionally, the GSA funds and collaborates with student-led affinity groups such as Women in Science and Engineering (WISE) and the Black Graduate Student Association (BGSA). The mission of these affinity groups is to promote equity, inclusion, and representation for underrepresented scholars by offering targeted career mentorship, professional networking, advocacy, and supportive peer communities to help students navigate graduate school.).

5.3 Campus Safety and Student Well-Being

At the University of California, Riverside (UCR), supporting distressed students involves a coordinated network of campus resources, including the CARE Team (Student Affairs Case Management) for non-clinical intervention and holistic support, and Counseling and Psychological Services (CAPS) for confidential therapy and psychiatric care.

5.3.1 Title IX

Title IX of the Education Amendments of 1972 is a landmark federal civil rights law in the United States that prohibits sex-based discrimination in any education program or activity receiving federal financial assistance.

Core Scope and Protections

While historically recognized for creating equity in college athletics, Title IX broadly protects students, faculty, and staff from sex discrimination in all aspects of education. Its scope encompasses:

- **Sexual Misconduct & Harassment:** Prohibiting sexual harassment, sexual assault, dating/domestic violence, and stalking.
- **Supportive & Interim Measures:** Guaranteeing reasonable academic, housing, and protective accommodations for individuals affected by sexual misconduct.
- **Pregnancy & Parenting:** Ensuring equal educational access and reasonable accommodation for pregnant, parenting, or medically recovering students.
- **Gender & Athletics:** Protecting equity in admissions, financial aid, hiring, facilities, and athletic opportunities regardless of sex, gender identity, or sexual orientation.

Institutional Mandates & Reporting

Under federal law, institutions like the University of California must maintain a designated Title IX Coordinator to oversee compliance, conduct impartial investigations, and implement supportive measures. Additionally, most university employees (including faculty) are designated as mandated reporters, requiring them to promptly report any known or disclosed incidents of sex-based discrimination or sexual violence to the Title IX office to ensure affected individuals receive options, support, and due process.

When a faculty member submits a referral—including cases where a student discloses experiences related to sexual harassment, sexual assault, dating violence, or stalking, the CARE Team conducts a discreet assessment and initiates direct, supportive outreach to help the student navigate complex non-academic barriers. Because faculty are mandated reporters required to inform the Title IX / Office of Civil Rights of such disclosures, referring to the CARE Team ensures the student receives immediate, trauma-informed support alongside any formal administrative processes. This includes providing individualized case management, assisting with Title IX-related supportive measures (such as academic adjustments or housing relocations), facilitating medical withdrawals, and coordinating off-campus medical or financial resources. The team also connects students to emergency housing and vital basic needs support, including the R’Pantry, UCR’s campus food pantry that provides enrolled students with free access to fresh produce, non-perishable food, toiletries, and hygiene products.

Simultaneously, if a student is referred to CAPS, they gain access to professional clinical care tailored to their mental health needs without compromising their privacy. Unlike faculty, CAPS clinicians serve as a strictly confidential resource, meaning disclosures made in therapy regarding Title IX incidents remain private and do not trigger a formal university investigation unless the student explicitly requests it. CAPS offers short-term individual psychotherapy, specialized trauma counseling, group therapy, psychiatric evaluations, stress-management workshops, and 24/7 crisis intervention services to help students stabilize, develop coping strategies, and maintain their emotional well-being. Faculty members often serve as the first line of detection and play a critical role in recognizing warning signs, understanding their mandated reporting limits, and connecting students with these vital networks of help.

5.3.2 Confidentiality vs. Mandatory Reporting Obligations

Understanding the boundary between confidential and non-confidential resources is essential when responding to distressed students:

- Confidential Resources (CAPS & CARE Advocates): Licensed mental health clinicians at CAPS operate under strict HIPAA and FERPA confidentiality laws. Information disclosed by a student at CAPS cannot be shared with faculty, parents, or university administrators without explicit written consent from the student, except in cases of imminent danger or legal exceptions. Dedicated CARE Advocates providing support for survivors of sexual violence also maintain confidentiality.

- **Faculty Reporting Obligations:** Faculty members are not confidential resources. As university employees, faculty are designated as mandated reporters for disclosures of sexual harassment, sexual assault, intimate partner violence, and stalking; these disclosures must be reported promptly to the Title IX / Office of Civil Rights. Additionally, if a student expresses suicidal intent or poses a safety risk, safety overrides privacy concerns.
- **Submitting a Referral:** For non-emergency student distress, faculty should submit a report to the Student of Concern / CARE Team (Case Management). This allows trained staff to coordinate outreach discreetly while respecting student privacy under FERPA guidelines.

5.3.3 Emergency and Referral Protocols

- **Imminent Danger / Threats to Safety:** If a student poses an immediate danger to themselves or others, call UCRPD immediately at 911 (or 951-827-5222 from a mobile phone).
- **Urgent Mental Health Crisis:** Connect the student with CAPS, where 24/7 phone crisis intervention is available to students.
- **Non-Immediate Concerns:** Express concern privately using supportive "I" statements, clarify reporting limits if sexual misconduct is disclosed, and submit a referral to the CARE Team.

5.3.4 Recognizing Signs of Student Distress

Faculty can identify students who may need assistance by observing changes across academic, physical, and behavioral domains:

- **Academic Indicators**
 - Uncharacteristic or sudden drops in academic performance and grade quality
 - Repeated missed classes, unexcused absences, or sudden non-attendance

- Chronically late or missing assignments, often accompanied by unusual excuses
- Written assignments or exams containing themes of extreme hopelessness, despair, isolation, violence, or self-harm
- **Physical Indicators**
 - Marked deterioration in personal hygiene, grooming, or physical appearance
 - Visible exhaustion, falling asleep frequently in class, or extreme lethargy
 - Noticeable and rapid changes in weight or physical health
 - Slurred speech, unsteady gait, or smelling of alcohol/substances during class or office hours
- **Behavioral and Emotional Indicators**
 - Hyper-irritability, intense anger, or unwarranted verbal or emotional outbursts
 - Excessive anxiety, tearfulness, or panic during routine academic discussions
 - Disorganized, erratic, or incoherent speech and disjointed thought patterns
 - Expressions of feeling completely overwhelmed, hopeless, or disconnected beyond typical academic stress
 - Direct or indirect statements about self-harm, suicide, or wanting to "end it all"

5.4 UCR Athletics

UC Riverside Athletics competes at the NCAA Division I level under the Highlanders nickname, featuring 15 varsity sports programs. UCR fields men's and women's teams in basketball, cross country, golf, soccer, tennis, and track & field, along with men's baseball and women's softball and volleyball. Most home athletic events, including

basketball games at the Student Recreation Center (SRC) Arena and matches at the UCR Soccer Stadium and Amy S. Harrison Softball Field, are free to current UCR undergraduate students, while general public tickets can be purchased online through the official athletics website.

Conference Membership

UCR competes primarily in The Big West Conference, which it joined during its Division I transition. The conference consists of regional institutions primarily across California, as well as recent additions in the Western region:

- University of California Campuses: UC Riverside, UC Davis, UC Irvine, UC San Diego, and UC Santa Barbara.
- California State University Campuses: Cal Poly San Luis Obispo, Cal State Bakersfield, Cal State Fullerton, Cal State Northridge (CSUN), and Long Beach State.
- Expansion Members: California Baptist University (CBU), Sacramento State, and Utah Valley University.

Recent Athletic Performance and Success

In recent years, UCR Athletics has experienced a major resurgence, posting record-setting performances and securing postseason appearances across multiple sports:

- Men's Soccer: Serves as one of UCR's most successful Division I programs, winning both the Big West Regular Season Title and the Big West Tournament Championship, advancing to the NCAA Division I Men's College Cup.
- Men's Basketball: Set single-season program records for Division I victories, contending near the top of the Big West standings and routinely packing the SRC Arena for major conference rivalries.
- Track & Field and Individual Excellence: The track and field program consistently produces individual Big West champions in long-distance, field, and relay events, sending athletes to the NCAA West Regional and National Championships. Individual honors have extended to women's golf, with UCR golfers advancing to NCAA Regional and Championship play.

Part 6: Administrative Operations, Systems, and Support

6.1 Academic Personnel Staff at UCR

Navigating academic appointments, career advancement, leaves, and personnel management involves a collaborative network of academic personnel professionals across campus. At UCR, academic personnel operations are structured around a partnership between the central Academic Personnel Office (APO) and the embedded Academic Personnel (AP) staff within each college, school, and division.

6.1.1 Central Academic Personnel Office

Led by the Vice Provost for Academic Personnel (VPAP) and the Assistant Vice Provost, the central Academic Personnel Office (APO) establishes campuswide policy frameworks, manages compensation scales, oversees academic technology systems, and stewards the formal review process for Senate and non-Senate academic appointees. APO acts as the ultimate authority on systemwide Academic Personnel Manual (APM) policies, local CALL procedures, labor relations, and compliance across all academic titles.

Merit and Promotion Reviews, Hiring, and Faculty Support

APO serves as the administrative backbone for the academic advancement system, managing the multi-tiered review process for faculty merit increases, promotions, and tenure evaluations in close coordination with the Academic Senate's Committee on Academic Personnel (CAP). To ensure fairness across the faculty lifecycle, APO routinely conducts rigorous statistical data analyses to evaluate campuswide equity, probing merit and promotion outcomes as well as faculty salary levels across demographic groups, academic ranks, and departments to identify and address potential pay disparities or advancement friction points. APO also oversees faculty recruitment workflows through AP Recruit, ensuring that search committees adhere to systemwide hiring guidelines and affirmative action standards. To support academic leadership across campus, APO conducts comprehensive Department Chair training

programs focused on personnel management, peer evaluation, equity-minded leadership, and policy compliance. Additionally, the office manages various faculty welfare and career administrative processes, including the formal review and approval of faculty leaves of absence (such as sabbatical, medical, and family care leaves).

Internal Funding, Postdoctoral Programs, and Professional Development

APO directly administers several prestigious internal funding and recognition opportunities designed to foster faculty excellence and career growth. These include competitive research funding through the Hellman Fellowships for early-stage assistant professors, the Early Career Faculty Research Excellence Awards, and the administration of the Unit 18 Lecturer Professional Development Fund to support non-Senate instructional faculty.

Beyond managing internal funding, APO drives key faculty professional development and recognition initiatives across campus:

- **UCR Faculty Coro Leadership Collaborative:** APO runs the campus Coro Leadership program (developed in partnership with Coro Northern California), an intensive leadership development collaborative designed to cultivate administrative, collaborative, and institutional leadership skills among tenured and tenure-track faculty.
- **Prestigious Awards and Fellowships Coordination:** APO strategically promotes, coordinates, and manages institutional nominations for major national and international faculty honors, fellowships, and prestigious external awards (e.g., Guggenheim Fellowships, National Academies memberships, and major disciplinary distinctions).
- **Pipeline and Diversity Initiatives:** APO plays a crucial role in diversifying the academic pipeline by overseeing the appointment, placement, and institutional onboarding of Presidential and Chancellor's Postdoctoral Fellows, facilitating their transition into competitive UC faculty positions.

6.1.2 College and School AP Staff

Working directly with department chairs and individual faculty members are the Academic Personnel Directors, Analysts, and Coordinators housed within the Dean's Offices of each college and school. These specialized AP staff members serve as the primary operational partners for faculty and department leaders. They provide hands-on

assistance across a wide spectrum of essential personnel and administrative needs, including:

- **Merit & Promotion File Preparation:** Guiding faculty through eFilePlus, ensuring files are properly formatted, verifying documentation, and tracking review timelines prior to departmental and Dean-level review.
- **Leaves & Accommodations:** Assisting faculty with applications for sabbatical leaves, Active Service-Modified Duties (ASMD), medical leaves, family care leaves, and parental accommodations.
- **Faculty Recruitment:** Partnering with search committees on AP Recruit, managing job postings, verifying equal opportunity compliance, and routing draft appointment letters.
- **Performance Management & Employee Relations:** Providing guidance to faculty who supervise Postdocs, Graduate Student Researchers (GSRs), Teaching Assistants (TAs), or Lecturers on expectations, constructive feedback, and formal evaluation processes.
- **Union Contract Interpretation & Compliance:** Assisting faculty supervisors in interpreting and implementing systemwide collective bargaining agreements (e.g., UAW, UC-AFT) regarding workloads, appointment limits, leaves, and grievance protocols.
- **Research Fund & Effort Allocation Support:** Coordinating with departmental and college financial teams to ensure academic payroll, summer salary, and effort allocations on sponsored research grants align with AP policies and effort reporting guidelines.

6.1.3 Pathway for Seeking Assistance and Resolving Questions

When faculty encounter questions regarding policy, leaves, review file preparation, or supervisory matters, UCR utilizes a clear, three-tiered escalation path designed to resolve issues efficiently at the local level before escalating to central administration:

- **First Stop: The Department Chair:** Your Department Chair is your primary academic advisor and local administrative lead. They provide contextual guidance on departmental voting procedures, review expectations, teaching schedules, and initial conflict resolution.
- **Second Stop: College / School AP Staff:** If your question requires technical processing, detailed interpretation of APM policies, sabbatical credit calculations, or assistance with supervisory/union matters, your Chair or department staff will connect you with the Dean's Office Academic Personnel team. College AP staff possess deep expertise in local division practices and serve as the bridge between the department and the central administration.
- **Third Stop: Central Academic Personnel Office (APO):** For highly complex policy interpretations, formal labor grievances, systemwide exceptions, or unresolved personnel matters, the college AP team or Chair will escalate the issue to central APO analysts or leadership. Direct consultation with central APO is also available for specialized campuswide training, system troubleshooting, or formal employee relations matters.

6.2 Core Administrative Academic IT Systems

As a faculty member at UC Riverside, either Senate or non-Senate, you will interact with several central enterprise applications designed to support academic personnel management, compliance, research administration, and fiscal management.

eFilePlus (Academic Personnel Merit and Promotion Review System)

eFilePlus is UCR's online academic personnel system used to build, submit, and review merit, promotion, appraisal, and sabbatical files. You will use eFilePlus to maintain your dynamic academic CV data, tracking publications, teaching evaluations, research grants, and service contributions, and to assemble and submit your file when you are up for academic review.

AP Recruit (Hiring and Recruitment System)

AP Recruit is the systemwide online platform for managing academic recruitment and hiring. When serving on department search committees, you will use AP Recruit to review applicant files, evaluate candidate materials, log committee feedback, and

ensure compliance with equal employment opportunity guidelines throughout the hiring process.

R'Web (Central Portal for Campus Services)

R'Web is UC Riverside's primary central campus portal, serving as the single-sign-on (SSO) gateway where faculty access essential administrative, instructional, and employment self-service tools using their UCR NetID. Faculty routinely log into R'Web to perform both academic and personnel functions, using its direct launcher icons to access teaching applications like Canvas, iGrade, and eFilePlus without needing separate credentials. Beyond acting as a portal dashboard, faculty use R'Web to view official class rosters, track waitlists, access student academic advising records, approve course enrollment permits or prerequisite waivers, and verify official teaching schedules. Additionally, R'Web houses employee self-service links for UCPath (payroll, benefits, and direct deposit), parking permits, and campus emergency contact preferences, making it an indispensable daily launchpad for all UCR faculty.

Canvas (Digital Course Management System)

Canvas is UC Riverside's official, cloud-based Learning Management System (LMS) and serves as the primary digital hub for course administration, instructional content delivery, and student engagement. Faculty use Canvas to build and structure their course modules, publish syllabi, post lecture notes and readings, host pre-recorded media via YuJa, and communicate with students through announcements and direct messaging. Beyond acting as a content repository, instructors use Canvas to set up digital assignments, quizzes, and exams, facilitate online discussion boards, collect student work, and manage third-party tool integrations like Turnitin for academic integrity checks and Zoom for virtual sessions. Additionally, faculty use its integrated SpeedGrader and gradebook features to provide timely feedback, grade assignments using custom rubrics, and track overall student progress throughout the quarter before exporting scores for final reporting.

iGrade (Grade Reporting System)

iGrade is UC Riverside's official, web-based grade submission portal. Accessible using a UCR NetID, instructors use iGrade to view active class rosters, record quarter grades, and initiate official grade changes. During the final grading window faculty can input final

grades either by manually selecting values from a drop-down menu on the web roster or by uploading a formatted Excel spreadsheet. To successfully submit a class roster, a grade must be assigned for every enrolled student (including assigning an earned "F" for non-attending students), though Teaching Assistants can input and save draft grades for the primary instructor's review. Once submitted by an eligible instructor of record, grades are validated and transmitted directly to Banner, the campus Student Information System, for student access.

UC OATS (Conflict of Commitment Reporting System)

UC OATS (Outside Activity Tracking System) is an interactive web-based system used to track and report faculty Outside Professional Activities in accordance with UC Conflict of Commitment policy. will use OATS to request prior approval for Category I activities (such as teaching at another institution or founding a company), track and log spent hours on Category I and II activities, and complete your annual conflict-of-commitment disclosure report.

Concur (Travel & Expense Management)

Concur is UCR's integrated travel booking and expense reimbursement system. You will use Concur to submit travel pre-authorizations, book university-related travel (flights, lodging, car rentals), and submit itemized expense reports for travel reimbursements or business entertainment expenses.

Kuali Coeus / Kuali Research (Grant & Proposal Administration)

Kuali is UCR's institutional research administration database used for proposal development, grant routing, and post-award management. Principal Investigators (PIs) and co-PIs use Kuali to route grant proposals for internal department and university approvals prior to submission, track regulatory compliance (such as IRB or IACUC approvals), and view official award setup details.

6.3 Office of Research and Economic Development

Led by the Vice Chancellor of Research and Economic Development, this office serves as the central administrative and strategic hub supporting the campus's \$200+ million

research enterprise and driving regional economic innovation. RED oversees the full life cycle of sponsored projects, providing faculty with proposal preparation support, award administration, research compliance, and protection for human subjects and animal welfare. Beyond grant management, the office advances commercialization and technology transfer through its technology commercialization office and EPIC (Entrepreneurial Proof-of-Concept and Innovation Center), helping researchers patent, license, and market intellectual property. Furthermore, RED fosters strategic industry partnerships, manages campus research infrastructure and interdisciplinary centers, and acts as a key catalyst for regional economic growth by incubating local startups and fostering technology-based industry development across Inland Southern California.

6.3.1 Proposal Reviews

When faculty members at UC Riverside prepare and submit proposals for extramural research funding, they engage in a coordinated workflow with the Office of Research and Economic Development (RED), working side-by-side with their home department's contract and grant staff.

Faculty initiate the proposal process by working with their department's Research Administrator (RA) or Contract & Grant Specialist to build the project budget, assemble required narrative components (e.g., project summary, facilities descriptions, biographical sketches), and verify sponsor compliance. The primary IT platform used throughout this process is Kualu Research (KR), UCR's electronic research administration system.

- Kualu Research (KR): Faculty and department RAs use Kualu Research to create the proposal record, enter budget line items, and upload project documents. Kualu Research routes the proposal through an automated internal approval chain (requiring electronic sign-offs from the Principal Investigator, Department Chair, and College Dean) before it reaches RED.
- Sponsor Portals: Depending on the funding agency, RED or the department RA will also upload or link the application to external federal systems such as Research.gov / FastLane (NSF), eRA Commons / ASSIST (NIH), or Grants.gov.

Institutional Sign-Off

Once internal department and college approvals are secured in Kualu Research, the proposal reaches RED's Sponsored Programs Administration (SPA) team, typically at least 5 business days prior to the sponsor deadline. A designated RED Officer reviews

the proposal to ensure it meets university policies, sponsor guidelines, cost-sharing commitments, and federal/state regulations. Because RED holds sole legal authority to commit the university to extramural agreements, the RED Officer executes the final institutional sign-off and submits the proposal to the funding sponsor on behalf of the faculty member.

Award Acceptance and Transition to Departments

When a sponsor accepts a proposal and issues a Notice of Award (NOA) or grant contract, RED and the department collaborate to set up and manage the award:

- **Award Negotiation & Setup:** RED's SPA team reviews and negotiates the award terms and conditions (intellectual property, publication rights, billing terms) with the sponsor. Concurrently, RED verifies that any required compliance approvals—such as IRB (human subjects), IACUC (animal research), or Export Control—are active.
- **Account Creation:** Once fully executed, RED logs the award details into Quali Research and interfaces with UCR's financial systems to generate a unique Chartfield String / Account-Fund Code for the project.
- **Post-Award Department Management:** Once the account is active, RED hands off daily financial management to the faculty member and their department's financial staff. The department RA manages project spending, purchasing, payroll allocations for graduate students/postdocs, and effort reporting. Meanwhile, RED's Extramural Accounting (EMA) team remains involved at the high level—handling official financial reporting to the sponsor, invoicing, drawdowns, and formal award closeout when the project concludes.

6.3.2 Seed Grants

RED provides competitive internal seed funding programs, such as the annual UCR Research Seed Funding and Grant Program and the SoCal OASIS™ Internal Funding Initiative, designed to catalyze early-stage research, foster cross-disciplinary collaboration, and build preliminary data that elevates faculty competitiveness for major external awards. Ranging from small pre-seed awards to medium-sized grants (often up to \$50,000 or more), these RED-managed opportunities fund innovative ideas across diverse disciplines, including precision agriculture, climate and clean energy, health equity, genomics, and social inclusion. In addition to general research grants, RED's Office of Technology Partnerships offers targeted proof-of-concept seed funding to help faculty mature lab-stage technologies, validate market readiness, and advance

university-developed intellectual property toward commercial licensing or spinoff formation.

6.3.3 Conflict of Interest Reviews

The Office of Research and Economic Development (RED)—primarily through its Research Integrity and Compliance unit and the faculty-led Conflict of Interest (COI) Committee—protects the objectivity of UCR research by identifying, evaluating, and managing financial conflicts of interest. Through electronic disclosure portals, RED screens financial disclosures submitted by researchers prior to grant submissions or award setups to detect reportable interests, such as equity, consulting income, or board roles in external sponsoring entities. When a potential conflict is identified, RED supports the COI Committee in evaluating the risk and drafting a customized Conflict Management Plan (CMP). This plan establishes binding safeguards—such as public disclosures in publications, independent data monitoring, or protections for graduate students—to ensure compliance with federal (e.g., PHS/NIH, NSF) and California state regulations before the award can be officially activated.

Beyond routine disclosures, faculty are strongly encouraged to consult RED's Research Compliance team proactive whenever they have questions, concerns, or suspicions regarding potential conflicts arising from outside professional activities—such as industry consulting, founding a startup, accepting foreign appointments, or commercializing technology. Faculty can reach out directly via email (coi@ucr.edu) or schedule a confidential consultation to review external engagements, determine reportability, and resolve potential issues early before they impact funding or university compliance.

6.3.4 Human Subjects Research

Within RED, the Office of Research Compliance oversees human subjects research through UCR's Institutional Review Board (IRB). The IRB ensures that all proposed projects comply with federal ethics standards (45 CFR 46 and the Belmont Report) to protect participant safety, privacy, and informed consent. Researchers submit protocol applications electronically through the Kuali IRB Protocols system. All research personnel listed on the protocol must complete required Human Subjects Protection training (via CITI) before approval can be granted. If faculty are uncertain whether their activity meets the federal definition of human subjects research, they can submit a Not Human Subjects Research (NHSR) Determination through Kuali for formal screening.

Once submitted, RED compliance staff perform an initial pre-review screening to verify completeness and address any initial administrative issues before assigning the protocol to one of three federally defined review categories: Exempt Certification (low risk meeting specific regulatory criteria), Expedited Review (minimal-risk procedures evaluated by the IRB Chair or designated reviewer), or Full Board Review (studies involving greater than minimal risk or vulnerable populations, which require review during monthly convened IRB meetings). The IRB maintains authority to approve, require modifications in, or disapprove human research activities, and active studies must receive continued oversight through protocol amendments and reporting.

6.3.5 Animal Care and Use

Within the Office of Research and Economic Development (RED), research and teaching initiatives involving live vertebrate animals are governed by the Institutional Animal Care and Use Committee (IACUC). Appointed by the Vice Chancellor for Research and Economic Development, the IACUC ensures all animal activities comply with federal regulations, including the Animal Welfare Act and Public Health Service (PHS) policy. Prior to acquiring or handling any animals, whether for laboratory experiments, field studies, or instructional classroom demonstrations, faculty must draft and submit an Animal Use Protocol (AUP) using the electronic Kuali Protocols platform. The committee evaluates each protocol to confirm that the use of animals is scientifically justified, that pain or distress is minimized through appropriate anesthesia or analgesia, and that the principle of the "3 Rs" (replacement, reduction, and refinement) is effectively applied.

Depending on the study design and procedures involved, AUPs undergo either Designated Member Review (DMR) or Full Committee Review (FCR). In parallel with the IACUC review, RED collaborates with Environmental Health & Safety (EH&S) and the Office of the Campus Veterinarian to inspect proposed housing, review surgical environments, and assess hazardous materials. Before any investigator, student, or lab technician is permitted to handle animals or enter campus vivaria, RED enforces strict prerequisites: all project personnel must complete required training (including online compliance courses and documented hands-on species training) and receive medical clearance through the Occupational Health Surveillance System (OHSS). Once approved, RED and the IACUC maintain ongoing oversight through mandatory annual reviews, protocol amendment evaluations, and semi-annual facility inspections.

6.3.6 Institutional Biosafety and Export Control

Within the Office of Research and Economic Development (RED), Institutional Biosafety is managed through the Institutional Biosafety Committee (IBC), which operates under

RED's Office of Research Integrity (ORI) with technical support from Environmental Health & Safety (EH&S). Appointed by the Vice Chancellor for Research and Economic Development, the IBC provides institutional oversight for research and teaching activities involving biohazardous agents, recombinant or synthetic nucleic acid molecules, select agents and toxins, human/primate materials, and Dual Use Research of Concern (DURC). Faculty seeking to store or handle these materials must submit a Biological Use Authorization (BUA) application through UCR's electronic portal prior to initiating work. In addition to approving BUAs and facility containment levels, RED coordinates with researchers to review Material Transfer Agreements (MTAs) for incoming or outgoing biological samples and ensures compliance with state, NIH, and CDC biosafety guidelines.

Concurrently, RED houses UCR's dedicated Export Control Office, which helps faculty navigate federal regulations, such as the International Traffic in Arms Regulations (ITAR), Export Administration Regulations (EAR), and Office of Foreign Assets Control (OFAC) sanctions, that govern the transfer of sensitive technologies, data, and scientific equipment. RED reviews international research proposals, foreign travel, international shipments, material transfers, and potential "deemed exports" (disclosing controlled technical data to foreign nationals within the U.S.). By conducting Restricted Party Screening (RPS) on foreign collaborators and assisting faculty with Technology Control Plans (TCPs) or export license applications, RED works to protect UCR's Fundamental Research Exclusion—ensuring campus research results can be published freely while remaining compliant with national security laws.

6.3.7 Intellectual Property, Patents, and Technology Transfer

Faculty members at UC Riverside hold rights to commercialize their discoveries, but they also carry specific institutional obligations to protect intellectual property and maintain compliance. RED serves as a strategic partner to help faculty maximize commercial opportunities while fulfilling university requirements. Core obligations faculty have and how RED helps:

- **Invention Disclosure & Patenting**
 - What Faculty Need to Know: Under the mandatory UC Patent Policy, faculty must disclose all potentially patentable inventions, software, or biological materials developed using university resources or funding prior to public presentation or publication (to prevent forfeiting international patent rights).

- How RED Helps: The Office of Technology Partnerships (OTP) reviews disclosures, conducts commercial feasibility studies, covers patenting costs, handles patent filings with outside legal counsel, and distributes net licensing revenues back to faculty inventors.
- **Technology Transfer & Industry Licensing**
 - What Faculty Need to Know: Rights to university-developed intellectual property belong to the UC Regents and must be formally licensed through official university channels before commercial use or transfer to third parties.
 - How RED Helps: OTP negotiates licensing agreements with established corporations or startup ventures, drafts essential Material Transfer Agreements (MTAs) and Data Use Agreements (DUAs) for outside sharing, and helps secure proof-of-concept funding.
- **Conflict Management & Student Protections**
 - What Faculty Need to Know: Commercializing research or launching a university spinoff creates potential Conflict of Interest (COI) and Conflict of Commitment concerns, particularly regarding financial equity, consulting time, and safeguarding graduate students' publication and graduation rights.
 - How RED Helps: RED's Research Compliance team works with faculty to design tailored Conflict Management Plans, resolve state and federal disclosure requirements, and structure startup activities through campus incubators (e.g., EPIC or ExCITE) so commercial ventures remain compliant without impeding academic careers.

6.4 Graduate Division

The Graduate Division serves as the central administrative and academic oversight body for all post-baccalaureate education at UC Riverside. Headed by the Vice Provost and Dean of Graduate Studies, the Division works in close partnership with academic departments, graduate program directors, and faculty advisors to maintain institutional standards for graduate admissions, degree progression, funding allocations, and academic integrity across all master's and doctoral programs.

Role in TA and GSR Appointments

While individual departments select candidates and assign specific course sections or lab duties, the Graduate Division retains ultimate administrative and policy oversight for all Academic Student Employee (ASE) appointments, such as Teaching Assistants (TAs), Associate Instructors, and Tutors, as well as Graduate Student Researchers (GSRs):

- **Eligibility & Academic Standing Audits:** Before any TA or GSR appointment is finalized in payroll, the Graduate Division verifies that the student is registered full-time (at least 12 units), maintains a minimum cumulative GPA (typically 3.0 or higher), and has no unresolved academic probation or administrative holds.
- **Workload & Hours Enforcement:** Under university policy and union labor contracts (e.g., UAW agreements for ASEs and GSRs), graduate appointments are restricted to a maximum 50% time (20 hours per week) during academic quarters to ensure employment does not derail academic progress. The Graduate Division must formally review and approve any faculty petition requesting an exception for a student to work over 50% time.
- **Fee Remissions and Benefit Administration:** The Graduate Division manages the automated distribution of health insurance (GSHIP) and partial/full tuition and fee remissions associated with qualifying TA and GSR appointments, ensuring departmental research grants or instructional budgets properly cover mandated employment benefits.
- **Teaching Readiness & Language Proficiency:** For international graduate students assigned as TAs, the Graduate Division oversees English language proficiency evaluations (such as the SPEAK test or oral communication assessments) to ensure instructional readiness prior to classroom placement.

Supporting Faculty Mentoring and Professional Development

The Graduate Division actively equips faculty with structured tools and offers flagship professional development programming to foster student success and communication skills:

- **Mentoring Resource Center & Best Practices:** The Graduate Division provides faculty with evidence-based mentoring toolkits covering topics such as setting clear expectations, managing remote or lab-based research workflows, navigating cultural differences, and supporting student mental health.
- **Individual Development Plans (IDPs):** The Division promotes and facilitates the use of structured **Individual Development Plans (IDPs)** across academic programs. IDPs help faculty and graduate students establish annual research goals, clarify expectations regarding publications and dissertation timelines, and map out long-term academic or non-academic career paths.
- **GradSuccess & Professional Development:** Through its GradSuccess umbrella, the Graduate Division hosts writing center support, quantitative tutoring, and career workshops. A premier example of its programming is Grad Slam, an annual campus-wide competitive event where graduate students present their research in three minutes or less using language accessible to a non-academic audience—building crucial public communication skills while showcasing university research to external stakeholders.
- **Facilitated Workshops & Mentoring Awards:** The Division hosts regular faculty workshops on topic-specific mentoring challenges—such as giving constructive feedback, supporting struggling students, and mitigating implicit bias—and coordinates annual campus-wide faculty mentoring awards.

Graduate Student Misconduct, Integrity, and Adjudication

Handling issues of misconduct involving graduate students requires a clear administrative distinction between undergraduate student conduct processes and graduate academic integrity oversight:

- **Distinction Between SCAIP and GAIC:** While undergraduate student conduct and academic dishonesty fall under SCAIP (Student Conduct and Academic Integrity Programs) in the Division of Student Affairs, graduate academic and research misconduct is governed strictly by the Graduate Academic Integrity Committee (GAIC), a committee of the Academic Senate working in direct coordination with the Graduate Division.

- Graduate Misconduct Workflow: When a graduate student (or TA/GSR) is suspected of academic dishonesty, research misconduct (such as data falsification), or thesis/dissertation plagiarism, the matter is reported directly through the Graduate Division / GAIC workflow rather than SCAIP.
- Graduate-Specific Sanctions: Because graduate students hold dual roles as scholars and university employees/researchers, GAIC and the Graduate Division evaluate violations with elevated standards. Sanctions may include grade adjustments, loss of TA/GSR employment eligibility, revocation of fellowship funding, or formal academic disqualification and dismissal from the degree program.
- Academic Disqualification & Probation: The Graduate Division oversees formal academic probation for students who fail to maintain required GPA standards or miss key degree milestones. If a student fails to meet the terms of probation set by their program, the Dean of the Graduate Division holds sole administrative authority to issue a formal dismissal from the university.
- Grievances and Conflict Resolution: The Graduate Division houses dedicated advisors and Ombudsperson liaisons who help faculty and graduate students resolve interpersonal conflicts, harassment concerns, or labor grievances before they escalate to formal disciplinary proceedings.

6.5 International Affairs

Let by the Vice Provost of International Affairs, this office serves as the campus's central administrative hub for advancing UC Riverside's global reach, fostering international partnerships, and supporting the global integration of students and scholars. Working across campus colleges and academic units, International Affairs cultivates a welcoming, culturally vibrant environment for UCR's international community while expanding global learning opportunities for domestic students.

What International Affairs Provides Students

Through the International Students and Scholars Office (ISSA) and dedicated global programming, International Affairs provides comprehensive support for post-baccalaureate and undergraduate international students from initial admission through post-graduation. International students primarily study under two non-immigrant

visa categories: F-1 (the standard status for degree-seeking students) or J-1 (for exchange visitors or those backed by government/institutional funding). ISSA manages regulatory compliance by issuing the foundational federal documents required for these visas: the Form I-20 for F-1 students and the Form DS-2019 (Certificate of Eligibility) for J-1 exchange visitors. These official forms document the student's academic program, funding source, and valid start/end dates, serving as their legal record of status to maintain full-time enrollment and international travel permissions.

Beyond immigration tracking, ISSA assists F-1 students in navigating off-campus employment permissions related to their field of study, specifically CPT (Curricular Practical Training) and OPT (Optional Practical Training). The primary distinction lies in timing and authorization: CPT is used *during* a student's degree program for internships or practicums that are a required or integral part of their academic curriculum, and it is authorized directly by UCR's international advisors. In contrast, OPT allows students to gain up to 12 months (or up to 36 months for qualifying STEM majors) of practical work experience *before or after* graduation. Unlike CPT, OPT does not require course enrollment and requires formal government work permit approval through U.S. Citizenship and Immigration Services (USCIS). Alongside these immigration services, ISSA provides social orientation, English language support, and cultural integration initiatives to help international students thrive at UCR.

How International Affairs Assists Faculty

For faculty members, International Affairs acts as a vital partner for international hiring, research collaboration, and global academic initiatives:

- **Faculty & Visiting Scholar Visas:** ISSA works directly with hiring departments to process non-immigrant work authorization (such as J-1 Scholar visas, H-1B specialty occupations, and O-1 extraordinary ability visas) as well as permanent residency (Green Card) petitions for international faculty and researchers.
- **Global Partnerships & MOUs:** When faculty wish to establish academic collaborations, joint research projects, or student exchanges with international universities, International Affairs drafts, reviews, and executes official institutional Memoranda of Understanding (MOUs) and agreement agreements.
- **Visiting Delegations:** The office coordinates visits from international university leaders, government officials, and foreign funding agencies, helping faculty showcase their labs and institutes to global stakeholders.

Study Abroad and Global Student Recruiting

International Affairs plays a leading role in expanding UCR's international footprint through study abroad programming and strategic international recruitment:

- **Education Abroad Programs:** The division oversees UCR Study Abroad, connecting domestic students and faculty to global learning opportunities. This includes managing enrollment in the UC-wide UCEAP (University of California Education Abroad Program), coordinating independent opportunities, and partnering directly with UCR faculty to design and lead short-term Faculty-Led Education Abroad Programs (FLEAP) tailored to specific academic courses.
- **International Student Recruiting & Partnerships:** To attract top global talent, International Affairs engages in international student recruitment strategies, developing pipeline agreements, dual-degree pathways, and custom short-term academic enrichment programs (e.g., through UCR Extension and international academic partners). These efforts broaden UCR's global diversity and build sustainable international enrollment pipelines for both undergraduate and graduate academic programs.

6.6 Division of Undergraduate Education

The Division of Undergraduate Education (DUE) serves as the central academic and administrative umbrella dedicated to enriching the undergraduate learning experience at UC Riverside. Led by the Vice Provost and Dean of Undergraduate Education, UE bridges academic departments, administrative offices, and student support services to ensure academic quality, foster student retention, and drive equitable degree completion across all undergraduate colleges.

How DUE Helps Students

Undergraduate Education acts as the primary academic safety net and springboard for student success, offering comprehensive resources that support students from orientation through graduation:

- **Academic Retention and Support:** Houses the Academic Resource Center (ARC), which provides free campus-wide peer tutoring, supplemental instruction (SI) for high-challenge bottleneck courses, writing support, and time-management coaching.

- **First-Year Learning Communities:** Coordinates Learning Communities (LCs) and first-year seminar programs that cluster incoming freshmen into shared courses, peer-mentoring groups, and cohort activities to ease the transition to university-level academics.
- **Undergraduate Research Opportunities:** Administers the Office of Undergraduate Research (OUR), which connects students with faculty-mentored research positions, provides internal research grants and travel stipends, and hosts the annual Undergraduate Research Symposium.
- **Specialized Academic Pathways:** Provides targeted advising and track planning for competitive fields, including Health Professions Advising (HPA) for pre-med/pre-health students, honors curriculum through the University Honors Program, and pre-law support.
- **Degree Progression & Transition:** Assists students navigating major changes, academic probation recovery, undeclared advising transitions, and graduation requirement audits.

How DUE Helps Faculty

For faculty, Undergraduate Education serves as an essential instructional, curricular, and administrative partner, providing the infrastructure and tools needed to deliver high-quality instruction and navigate university governance:

- **Teaching and Instructional Innovation:** Operates XCITE (Exploration Center for Innovative Teaching and Engagement), which equips faculty with pedagogical training, instructional design support, Canvas and instructional technology integration, and strategies for inclusive, high-impact teaching.
- **Curricular Support and Approval Workflows:** Assists faculty in developing new undergraduate courses, general education (GE) pathways, and program revisions, guiding proposals through the Academic Senate's Undergraduate Council review process.
- **Student Preparedness and Placement:** Oversees entry-level placement frameworks, such as analytical writing, mathematics (MAE), and foreign language placements, ensuring students enter faculty classrooms with the prerequisite foundation required for course success.

- **Undergraduate Researchers:** Facilitates faculty research productivity by providing structured mechanisms, such as research portal postings and the R'Courses program (which allows undergraduate students to design and teach 1-unit, faculty-mentored courses on specialized topics), to recruit, train, and fund qualified undergraduate lab assistants and research aides.
- **Assessment and Accreditation:** Provides data analytics, learning outcome assessment frameworks, and institutional reporting tools to help faculty and department chairs satisfy program review guidelines and WSCUC accreditation requirements.

6.7 Professional and Global Education

UCR Professional and Global Education (PGE), formerly known as UCR University Extension, serves as the continuing, professional, and international education division of the University of California, Riverside. Designed to promote lifelong learning and career advancement, PGE offers a wide array of flexible, market-driven programs, including professional certificates, teaching credentials, specialized designations, and customized workforce training. The division caters to diverse learner populations, ranging from working professionals seeking skill upgrades and local community members to high school students and international scholars preparing for higher education.

The rebranding to UCR Professional and Global Education reflects an expanded focus on global reach and career-oriented learning aligned with modern industry demands. Beyond local professional certificates, PGE hosts extensive global academic programs, language immersive instruction, and study-abroad initiatives that connect international students to UC Riverside's academic resources. Through online, hybrid, and in-person instruction, the division plays a critical role in driving regional economic development while serving as an accessible gateway for learners worldwide to gain competitive skills and university-level credentials.

Faculty can engage with PGE through a variety of instructional, collaborative, and curriculum development opportunities. Faculty members can serve as instructors, guest lecturers, or subject-matter experts for professional certificate programs, specialized workshops, and international academic initiatives. Additionally, faculty can collaborate with PGE to design custom continuing education courses, mentor international scholars participating in PGE pathway programs, or leverage PGE's global network to develop study-abroad, executive training, or cross-institutional learning opportunities. By partnering with PGE, faculty extend the real-world impact of their academic research,

build global professional connections, and support workforce development across diverse, lifelong learner demographics.

6.8 UCR Library

The UCR Library, led by the University Librarian, serves as the vital intellectual center and research infrastructure engine for UC Riverside. Comprising primary facilities—including the Tomas Rivera Library (humanities, social sciences, and special collections) and the Orbach Science Library (STEM, medicine, and agricultural sciences), the library system advances UCR's mission by providing access to vast digital and physical collections, specialized research services, support for digital, information, and AI literacy, and innovative learning environments.

How the Library Helps Students

The UCR Library supports undergraduate and graduate students throughout their academic journeys by providing physical spaces, technological access, and direct research guidance:

- **Research Assistance and Subject Specialists:** Students have access to dedicated Subject Librarians who provide one-on-one research consultations, assist with thesis and dissertation literature reviews, and conduct in-class research instruction. Research Services librarians and staff also provide consultations on data, GIS, AI, digital scholarship and communication, and innovative media projects.
- **Course Reserves and Cost Savings:** Helps reduce educational costs by managing physical and digital Course Reserves, enabling students to borrow required textbooks and course readings for free, alongside extensive research and instructional digital and print collections.
- **Library Technology Support, Orbach Labs, and Maker Facilities:** Provides study environments ranging from quiet reading rooms to collaborative group spaces, laptop and hotspot lending, and technology labs in the Orbach Science Library. These include the Maker Services and the Scholarly Technology labs (GIS, AI/Data, Innovative Media, and Robotics), all open to students and faculty.

- **Technology and Maker Facilities:** Provides study environments ranging from quiet reading rooms to collaborative group spaces, alongside technology lending (laptops, hotspots) and specialized labs like the Creativity Lab (3D printing, GIS, and multimedia tools).
- **Information Literacy:** Offers self-paced tutorials, online research guides (LibGuides), and classes that teach students how to critically evaluate sources, manage citations, and navigate academic databases.
- **Digital, Data, GIS, Media, and AI Literacy:** A quarterly series of practical workshops on new and emerging technologies supports student learning, research, workforce readiness, and entrepreneurial projects, ranging from prototyping to new forms of scholarly communication such as data visualization, innovative media, and GIS mapping.

How the Library Helps Faculty

For faculty, the library is an essential partner in advancing research productivity, managing data, and enriching course instruction:

- **Scholarly Communication and Open Access:** Helps faculty navigate publishing choices, manage copyright, and comply with funding agency mandates. The library supports UC's systemwide Open Access (OA) agreements, often subsidizing or covering article processing charges (APCs) for faculty publishing in open-access journals.
- **Teaching and Learning Services:** Supports the instructional role of faculty related to integration of library resources into the classroom, and information literacy development (e.g., AI literacy, digital literacy, data literacy, and primary source literacy).
- **Research Services and Technology:** Offers expert support for federally required Data Management Plans (DMPs) and archiving of research datasets. This includes integration of data, AI, Geographic Information Systems (GIS), spatial analysis, and innovative media into faculty projects. The division supports research data deposit through the Data research repository, Data Dryad. Open access (OA) publishing and digital archiving of scholarly preprints and material is provided through eScholarship, the UC institutional repository, for faculty and graduate student research. A quarterly series of emerging technology workshops spanning AI, GIS, data, digital scholarship and innovative media supports curriculum integration, research, and scholarly communication.

- **Research Data Management and GIS:** Offers expert support in crafting federally required Data Management Plans (DMPs), archiving raw research datasets, and integrating Geographic Information Systems (GIS) and spatial data analysis into faculty projects.
- **Special Collections and University Archives:** Houses world-class specialized archives—most notably the Eaton Collection of Science Fiction and Fantasy (one of the world's largest collections of speculative fiction)—as well as local history and rare manuscript collections that serve as primary sources for faculty scholarship.
- **Collection Strategies & Interlibrary Loan (ILL):** Works directly with faculty to acquire specialized journals, databases, and monographs needed for research, while offering rapid systemwide interlibrary loan access across all University of California campuses and global partner institutions. Course Reserves allow faculty to help with cost alleviation for students.

Engagement with the Academic Senate and University Administration

The library system operates at the intersection of executive administration and shared academic governance:

- **Academic Senate Engagement:** Shared governance is maintained through the Academic Senate's Committee on Library and Scholarly Communication (COL), which advises campus leadership on library policies, budget priorities, and collection development. Additionally, the University Librarian holds an *ex-officio* voting seat in the Academic Senate, ensuring library perspectives are represented in Senate deliberations.
- **University Administration Engagement:** The University Librarian reports directly to the Provost and Executive Vice Chancellor, partnering with campus leadership to align library strategic plans with university-wide research growth, accreditation standards, and capital improvements.
- **UC Systemwide Alignment:** Represents UCR within the broader UC Publication Management System and the California Digital Library (CDL), collaborating across all ten UC campuses to leverage collective bargaining power for massive electronic journal subscriptions and shared digital repositories.

Library Academic Personnel and Staffing

Academic positions within the UCR Library fall into a few different categories:

- The University Librarian serves as the chief administrative and academic officer for the UCR Library system, overseeing its strategic vision, budget, collections, digital infrastructure, and physical facilities (including Rivera Library and Orbach Science Library) to support campus-wide teaching, research, and learning. As an ex-officio member of the Academic Senate, the University Librarian bridges library operations with faculty shared governance, ensuring that library resource acquisitions, open-access initiatives, and scholarly communication policies align with the university's academic mission. In this dual role, the University Librarian collaborates closely with Senate committees, such as the Committee on Library and Scholarly Communication, to advocate for research infrastructure, advise on evolving academic technology, and maintain equitable, campus-wide access to scholarly research materials.
- Represented Academic Librarians (Non-Senate Academic Appointees): The professional librarians who staff UCR's libraries (e.g., instruction librarians, collection development librarians, subject specialists, research services librarians, archivists, metadata librarians, etc.) are represented non-Senate academic appointees. Librarians progress through three professional ranks:
 - Assistant Librarian: Entry-level rank for librarians developing professional skills and domain expertise.
 - Associate Librarian: Mid-career rank for established librarians demonstrating consistent professional competence and service.
 - Librarian (Full Rank): Senior rank recognizing sustained high achievement, leadership, national or international professional stature, and significant contributions to the university and profession.
- Library department heads and Associate University Librarians (AULs) are non-represented academic librarians. They are also academic appointees.

Operational support roles, such as Library Assistants, IT Specialists, and Administrative Staff, are classified as staff personnel rather than academic appointee.

Performance Review and Evaluation Process

Librarians at UCR undergo periodic performance evaluations to determine merit salary increases and promotions, assessed under systemwide Academic Personnel policy (APM 360) and the UC-AFT Unit 17 agreement across three core areas: primary professional responsibilities, professional development and scholarly activity, and university or community service. The review process begins with the candidate submitting a detailed dossier highlighting their achievements, which is then evaluated by an elected peer-review body—Committee on Appointment, Promotion and Advancement – Librarians (CAPA-L), which is a review group elected by the Librarians Association of the University of California, Riverside (LAUC-R) . Following input from supervisory channels, the packet is forwarded to the University Librarian, who renders the final administrative decision on merit advancements and promotions.

6.9 Office of Legal Affairs

The Office of Legal Affairs (OLA) at UCR serves as the primary legal resource for campus leadership, providing guidance on a broad spectrum of institutional matters including labor and employment, research compliance, intellectual property, contract negotiation, and public records. Operating under the leadership of the Chief Campus Counsel, the office represents the Regents of the University of California and ensures that university operations, policies, and initiatives comply with federal, state, and UC systemwide regulations. While OLA acts as counsel to the university as an institution rather than providing personal legal representation to individuals, its primary mandate is to manage risk, resolve disputes, and safeguard UCR's mission as a public research university.

For faculty members acting in their official roles, such as department chairs, principal investigators, or administrative committee members, the Office of Legal Affairs provides vital operational support. OLA helps faculty navigate complex university-related matters, including reviewing research sponsor agreements, protecting intellectual property and technology transfers, ensuring compliance with research ethics, and clarifying academic freedom or privacy regulations. By offering proactive legal counsel, policy interpretation, and risk management strategies, the office enables faculty to advance their research, teaching, and administrative duties while safeguarding both the individual educator and the university from potential liability.

Who They Represent

- Campus Counsel represents the University of California as an institution, not individual faculty members in their personal capacities.
- When you act within the course and scope of your official University duties, Campus Counsel provides legal guidance and defense for the institution and for you as an agent of UCR.

When to Contact Campus Counsel

You should reach out to (or consult through your Dean/Department Chair with) Campus Counsel when facing:

- Subpoenas, Warrants, or Court Orders: If you receive a legal summons or request for University records, forward it immediately—do not respond on your own.
- Public Records Requests (CPRA): Requests for emails, documents, or research records under the California Public Records Act are handled through Campus Counsel / Public Records.
- High-Risk Contracts & Intellectual Property: Complex industry research agreements, non-disclosure agreements (NDAs), or copyright/patent disputes.
- Whistleblower or Regulatory Inquiries: Notice of state or federal agency audits, investigations, or compliance reviews.

Key Protections & Considerations

- Defense and Indemnification: Under California law and UC policy, the University generally provides legal defense and covers liabilities for faculty who face third-party claims resulting from good-faith performance of their job duties.
- Attorney-Client Privilege: Attorney-client privilege is a legal rule that keeps communication between a client and their attorney strictly confidential, ensuring that faculty can seek candid advice without fear that those conversations will be disclosed to outside parties or used against the University in court. However, because Campus Counsel represents the institution itself, the University, not the individual faculty member, holds the privilege. This means the University retains

the ultimate authority to decide whether to maintain or waive that confidentiality if a legal situation demands it.

6.10 Office of the Ombuds

The UCR Office of the Ombuds serves as a confidential, independent, informal, and impartial resource for the campus community, dedicated to helping individuals navigate conflict and institutional challenges. Operating entirely outside traditional administrative channels, the Ombuds does not advocate for any single party, investigate formally, or enforce policy; instead, the office provides a safe, off-the-record space where visitors can discuss concerns freely. Whether a faculty member is navigating a workplace dispute, seeking clarification on university policies, or exploring options for addressing interpersonal friction, the Ombuds helps clarify issues, outline potential paths forward, and facilitate constructive communication.

How It Can Help Faculty

For faculty, the Office of the Ombuds is an invaluable resource because it offers a space to address sensitive professional issues without triggering formal administrative or disciplinary processes. Academic life involves complex dynamics, ranging from tenure and promotion anxieties, authorship and research disputes, and departmental climate issues to disagreements with chairs or administrative leadership. Because conversations with the Ombuds are strictly confidential and off the record, faculty can candidly explore their options, prepare for difficult conversations, or seek informal mediation without fear of retaliation or unintended institutional escalation. Ultimately, the Ombuds empowers faculty to resolve conflicts early and constructively, preserving professional relationships and supporting a healthy academic climate

Part 7: Compensation, Financial Support, and Housing Programs

7.1 The Health Sciences Compensation Plan

The Health Sciences Compensation Plan (HSCP) structures faculty salary through four distinct components: X, X', Y, and Z.

- X Component: Represents the base salary tied to the standard University of California academic salary scale for the faculty member's rank and step.
- X' Component: An additional base scale component tied to the Health Sciences Salary Scale, which, when combined with X, forms the total mandatory, guaranteed base salary (X plus X') covered by benefit programs such as UC Retirement Plan (UCRP) retirement.
- Y Component: An additional negotiated compensation element reflecting institutional responsibilities, clinical revenue generation, teaching, and research contributions.
- Z Component: Represents incentive or bonus payments awarded for reaching specific clinical productivity targets, securing external grant funding, or achieving individual performance milestones.

7.1.1 The Negotiation Process

Setting compensation involves direct negotiation between the faculty member and their Department Chair or Dean regarding the Y and Z components, typically finalized on an annual basis. Before the fiscal year begins, a faculty member and their Department Chair establish a baseline budget based on expected clinical billings, grant coverage, and department overhead. The faculty member must then decide how much of their target earnings they want locked in as guaranteed monthly income (Y) versus how much risk they are willing to take for potentially higher bonus pay (Z). The fundamental rule of this structure is that the higher the guaranteed Y component, the higher the clinical revenue threshold the faculty member must cross before earning any additional Z incentive.

7.1.2 Concrete Numerical Examples

Scenario A: High Guaranteed Y Component

Suppose a faculty member has a fixed base salary (X plus X') of \$100,000, and their department estimates that running their practice costs \$50,000 in overhead, establishing a total fixed cost threshold of \$150,000 before any net earnings are generated. If the faculty member prefers monthly income security and negotiates a high

guaranteed Y component of \$100,000, their guaranteed salary becomes \$200,000 (\$100,000 base + \$100,000 Y). To cover their base, negotiated Y, and overhead, the faculty member must hit a clinical revenue threshold of \$250,000. Applying a constant 80% payout rate on collections above the threshold, if this faculty member generates \$300,000 in clinical revenue, they exceed their threshold by \$50,000, earning a Z bonus of \$40,000 (80% of \$50,000) for a final total compensation of \$240,000.

Scenario B: Low Guaranteed Y Component with High Revenue

Alternatively, the faculty member can choose a lower guaranteed Y of \$30,000, bringing their guaranteed salary to \$130,000 (\$100,000 base + \$30,000 Y) and setting their threshold at \$180,000 (\$130,000 salary + \$50,000 overhead). If this faculty member banks on driving significant clinical volume and succeeds in generating \$400,000 in clinical revenue, they exceed their lower threshold by \$220,000. Applying the same 80% payout rate yields a Z bonus of \$176,000 (80% of \$220,000). Combined with their guaranteed \$130,000 salary, their final total compensation reaches \$306,000.

This highlights the strategic difference between the two choices: while the high-Y strategy yielded \$240,000 on moderate collections, the low-Y strategy rewarded the faculty member's willingness to accept lower monthly guarantees with a substantial upside payout (\$306,000 vs. \$240,000) when clinical volume was high.

7.1.3 Consequences of Deficits

When a faculty member fails to generate sufficient revenue to cover their negotiated Y component and departmental overhead, significant financial and administrative consequences follow. In the short term, the department must absorb the financial deficit because the Y salary is contractually guaranteed for the duration of that plan year and cannot be retroactively reduced. However, this shortfall creates a deficit on the faculty member's individual account, which must be addressed during the subsequent annual negotiation cycle. Under standard plan guidelines, the Department Chair or Dean will reduce the faculty member's guaranteed Y component for the following year to realign guaranteed pay with actual productivity. Furthermore, persistent or substantial deficits can trigger formal performance reviews, a mandatory reduction in non-clinical effort allocations, or an administrative requirement to clear the accumulated deficit using future Z incentive earnings before any new bonus payouts can occur.

7.2 Negotiated Salary Program

Under the Negotiated Salary Program (NSP), eligible faculty generate an optional salary supplement by drawing on their own active, external research grants, contracts, or gifts. Faculty negotiate this additional compensation annually by proposing a specific dollar amount, up to 30% of their base salary, during the spring application window.

7.2.1 Building Up Eligible Funds

To participate, a faculty member actively applies for and secures external grants or gifts that permit direct salary support for the principal investigator (PI). For example, a faculty member who secures a multi-year federal grant (such as an NIH or NSF award) or a private foundation gift might budget a portion of their time to the project. When those external funds arrive at UCR, the portion allocated for the faculty member's effort, beyond what is needed to cover 100% of their graduate students' and postdocs' funding, accumulates in the faculty member's sponsored project or gift accounts. Once these external funds are "in hand" at UCR, the faculty member can apply to convert a portion of those available balances into their negotiated salary supplement for the upcoming fiscal year.

The proposed rate is reviewed and approved by their Department Chair, Dean, and the Vice Provost for Academic Personnel (VPAP) to ensure all teaching, service, and external funding conditions are met for the upcoming fiscal year.

The NSP program serves as a key recruitment and retention tool to keep UCR compensation competitive with peer institutions, incentivizes external grant activity, and costs the university no state funds.

7.2.2 Key Restrictions & Requirements

- **Good Standing Required:** Faculty must be fully up to date on teaching and service duties, compliant with all training/reporting, and have had a positive academic review within the last 5 years.
- **Students/Postdocs First:** External funds cannot be used for a salary supplement unless the faculty member's graduate students and postdocs are fully funded first.
- **Eligible Funding Only:** No state funds, startup packages, or departmental general funds may be used. External grant funds must be formally awarded and "in hand" prior to the start of the fiscal year.

- **Non-Base Building:** The negotiated supplement is approved for one year at a time (July 1 – June 30), does not permanently increase base salary, and does not count toward UC Retirement Plan (UCRP) pension benefits.

7.2.3 How to Apply

- **Initiate Request (Spring):** Work with your department Fund Manager to identify eligible external grant funds and calculate your proposed negotiated rate.
- **Local Approvals:** Submit the application packet through your Department Chair and College Dean to verify teaching, service, and student support commitments.
- **Final Authorization:** The application is submitted to the Academic Personnel Office (APO) for final review and approval by the Vice Provost for Academic Personnel (VPAP) before the July 1 effective date.

7.3 Mortgage Origination Program

7.3.1 Program Overview

The Mortgage Origination Program (MOP) is a housing assistance initiative created by the University of California system to assist with recruitment and retention. Administered by the UC Home Loan Program Corporation, MOP provides competitive, fully amortized first-deed-of-trust adjustable-rate mortgages funded directly through the university to help eligible appointees purchase a primary home near their campus.

7.3.2 Eligibility Criteria

To qualify for a MOP loan, an individual must be a full-time (100%) University of California employee holding a qualifying appointment, such as a member of the Academic Senate (e.g., Ladder-Rank Professor or Professor of Teaching) or the Senior Management Group. Because MOP allocations are limited annually across campuses, candidates must also be formally nominated by an authorized campus official, such as a Dean, Department Chair, or Provost, as part of a strategic recruitment or retention package. Additionally, the purchased property must be a single-family home or condominium intended as the applicant's primary residence, located within 30 miles of campus, and the candidate must not have owned a home in the campus area within the preceding 12 months.

7.3.3 Key Benefits

MOP offers substantial financial advantages over commercial financing by indexing its interest rates to the UC Short-Term Investment Pool (STIP), which typically yields lower starting rates than standard commercial lenders. Borrowers can secure up to a 90% Loan-to-Value (LTV) ratio, requiring as little as a 10% down payment, without the added cost of Private Mortgage Insurance (PMI). The program eliminates standard commercial lender origination fees, points, and processing charges, while offering built-in rate protections through a 1% annual adjustment cap and a 10% lifetime cap above the initial rate. Furthermore, MOP loans carry no prepayment penalties for early payoff, and monthly payments are managed seamlessly through automatic payroll deduction.

7.4 Relocation Support for Incoming Faculty

Eligible newly appointed Senate faculty members may receive financial reimbursement or a direct allowance to cover reasonable moving expenses. To streamline the physical move, UCR operates under UC systemwide master agreements with major commercial moving vendors (such as Allied Van Lines, North American Van Lines, and Atlas Van Lines). When using an approved university partner, moving costs can often be billed directly to UCR, eliminating the need for faculty to pay out-of-pocket and await reimbursement.

- **Covered Expenses:** Typically covers the packing, insurance, and transportation of household goods and personal effects from the faculty member's former residence to Riverside.
- **Travel Expenses:** May cover actual, necessary travel costs (airfare or mileage, along with per diem meals and lodging) for the faculty member and their immediate family during the move.
- **Allocation and Funding:** The specific dollar cap or allowance depends on the hiring department, college, and negotiated offer letter details. In many cases, departments also provide a lump-sum Relocation Allowance (subject to tax regulations) to offset miscellaneous moving costs, temporary housing, or initial transition needs.

7.5 University-Owned Rental Housing and Relocation Resources

UC Riverside provides university-owned rental accommodation specifically designated for eligible faculty and staff through UCR Real Estate Services. University-owned rentals are located in close proximity to campus across two main residential developments,

Neighborhoods and Communities

- Creekside Terrace: A campus-adjacent residential community providing single-family home and townhouse-style accommodations.
- Redington Community: A dedicated neighborhood development situated near campus (including streets like Sandano St. and Escalante Way) featuring 3- and 4-bedroom detached single-family homes ranging from ~1,400 to 1,900+ square feet.

Availability & Total Inventory

- Inventory Size: The total university-owned inventory is limited (comprising a select group of designated single-family homes and townhomes across Creekside Terrace and Redington).
- Current Availability: Because of high demand, individual homes are frequently 100% leased year-round. Turnovers typically align with the academic cycle (late spring/summer) when faculty relocate.

Priority & Waitlist

There is a priority-based waitlist/queue administered by Real Estate Services. Housing accommodation is offered strictly according to the following UC Riverside eligibility priority order:

- Priority 1: Newly appointed members of the Academic Senate (new recruitments have top priority to assist with relocation).
- Priority 2: Existing members of the Academic Senate.

- Priority 3: Newly hired non-Senate Academic Personnel, Senior Management Group (SMG), and Managers and Senior Professional Staff (MSP).
- Priority 4: Existing non-Senate Academic Personnel, SMG, and MSP staff.
- Priority 5: Other University staff.

7.6 Helping Faculty with Partner Hires

UC Riverside supports dual-career faculty families by coordinating both internal university appointments and regional employment opportunities during the recruitment and retention process. For academic partners seeking faculty or research roles, departments can facilitate Dual-Career Partner Hires through administrative collaboration between the primary hiring unit, the partner's prospective department, and campus leadership. When tenure-track positions are unavailable, colleges can explore qualified non-Senate roles—such as Adjunct or Lecturer appointments—or leverage UCR's membership in the Southern California Higher Education Recruitment Consortium (SoCal HERC) to identify academic and staff openings across nearby universities.

For partners seeking non-academic corporate, administrative, or professional roles, UCR provides direct pathways into both campus and community networks. Deans' offices and department staff work with central Human Resources to help partners navigate staff vacancies within the university. Beyond campus, the Provost's Office and the Academic Personnel Office (APO) maintain direct contacts with the Greater Riverside Chambers of Commerce. Through these executive relationships, UCR connects incoming faculty and their partners to the Chamber's regional network, providing early leads on evolving employment opportunities across the Inland Empire's commercial, health, civic, and non-profit sectors.

Part 8: Leaves, Work Modifications, and Retirement

8.1 Faculty Leaves and Work Modifications

UCR provides various leave programs and work modifications to support faculty during major life events, personal medical needs, professional development, and family caregiving. Faculty are encouraged to plan leaves as far in advance as possible and initiate requests through the appropriate administrative channels.

8.1.1 Sabbatical Leaves

Sabbatical leaves enable faculty to engage in intensive research, scholarship, or creative activities free from normal teaching and service obligations, thereby enhancing their service to the University. Sabbatical credit accumulates each quarter of full-time service (up to a maximum accumulation threshold). Faculty accrue 1 credit per full-time quarter served (3 credits per academic year). For example, a typical full-year sabbatical at full pay requires 27 credits, which can be earned after 9 years (27 quarters) of full-time service. Depending on the number of credits accrued and used, a sabbatical may also be taken for shorter durations (such as one or two quarters) at full pay or varying percentages of pay.

Sabbatical requests must be submitted several months in advance of the requested term. The application requires a brief proposal outlining the project, expected outcomes, and location of activity. The request routes for review and approval to the Department Chair, College Academic Personnel Staff, Dean, and central Academic Personnel Office (APO).

Return-to-Service Obligation

Accepting a sabbatical leave carries a formal obligation to return to active university service following the conclusion of the leave. A faculty member who takes a sabbatical is required to return to full-time service at the University of California for a period of time that is at least equal to the total duration of the sabbatical leave itself (for instance, returning for one full academic year following a one-year sabbatical). This return-to-service requirement ensures that the professional growth, research accomplishments, and enhanced expertise gained during the sabbatical directly benefit the university community through subsequent teaching, research, and institutional service. If a faculty member voluntarily resigns or retires before fulfilling this equivalent period of post-sabbatical service, they may be required to refund the salary and benefit payments received during the leave period.

8.1.2 Paid Medical Leaves

Full-time faculty members are eligible for university-provided paid medical leave to cover period-specific absences due to personal illness, injury, or disability. Depending on academic title and length of service, full-time Senate faculty may receive up to one term (or up to two quarters/semesters depending on appointment type) of paid medical leave per illness or disability event.

Faculty should inform their Department Chair as soon as the need for medical leave arises. Formal requests are submitted through the College/School AP Office along with supporting medical documentation. College AP staff coordinate with the central Academic Personnel Office to formalize the leave approval and ensure appropriate coverage.

8.1.3 Family Care and Bonding Leave

Eligible faculty are entitled to up to 12 workweeks of unpaid, job-protected leave per year to care for a family member with a serious health condition or to bond with a newborn child, newly adopted child, or foster child placed with the faculty member. While the leave is structurally unpaid, faculty may utilize applicable income replacement mechanisms, such as UC Paid Family Care and Bonding (PFCB) pay, which provides up to 10 weeks of income replacement per calendar year for eligible bonding or family care leaves.

Faculty should notify their Department Chair and contact their College/School AP Staff at least 30 days in advance of a foreseeable leave (or as soon as practicable for emergencies). College AP staff assist in completing the formal leave forms, calculating PFCB eligibility, and routing the request through the Dean's Office to APO.

8.1.4 Childbearing Leave

Childbearing leave (APM-760) provides paid leave time specifically for a female faculty member during the period of temporary disability surrounding pregnancy, childbirth, and recovery. Under UC policy, a pregnant faculty member is entitled to childbearing leave for the period of actual disability, typically spanning eight weeks or more depending on medical necessity. During this period, the faculty member is fully excused from teaching, research, and administrative duties with full pay.

The faculty member should notify their Department Chair and College AP Staff as early in the pregnancy as possible to facilitate instructional planning. A formal request form,

supported by medical verification indicating the anticipated delivery/disability dates, is routed through the Dean's Office for administrative approval by APO.

8.1.5 Active Service-Modified Duties (ASMD)

Active Service-Modified Duties (ASMD) is not a leave of absence, but a period of workload modification designed to support faculty (no matter what gender) who bear primary responsibility for the care of a newborn, newly adopted, or newly placed foster child. During ASMD, the faculty member remains on full active status and receives full pay, but is partially relieved from regular teaching duties or substantial administrative responsibilities so they can focus on child care while maintaining their research program. ASMD can be requested for a period of one quarter (or up to two quarters if childbearing leave is also utilized).

Faculty must submit a written request through their Department Chair and College/School AP Staff outlining the proposed modification period and confirming primary caregiving responsibility. The request is reviewed by the Dean and approved by the Vice Provost for Academic Personnel (VPAP). Whenever possible, requests should be submitted at least one quarter prior to the term in which modification is requested.

8.1.6 Workplace Modifications & Disability Accommodations

Faculty members who experience a disability, medical condition, or pregnancy-related limitation that impacts their ability to perform essential job duties may request reasonable workplace accommodations under the Americans with Disabilities Act (ADA) and UC policy. Accommodation is highly tailored to individual needs and may include modified teaching schedules, specialized equipment or ergonomic setups, accessible classroom assignments, or adjustments to non-essential administrative tasks. The accommodation process is interactive, collaborative, and confidential:

- **Initiate Request:** The faculty member contacts UCR Disability Management Services (DMS) within Human Resources (or completes an accommodation request intake).
- **Provide Documentation:** The faculty member provides confidential medical documentation from their healthcare provider directly to DMS outlining the functional limitations and suggested workplace modifications. (Note: Specific medical diagnoses are kept strictly confidential by DMS and are not disclosed to Department Chairs or Deans).

- **Interactive Process:** A DMS specialist conducts an interactive consultation with the faculty member and collaborates with the College/School AP Staff and Department Chair to determine effective, reasonable accommodations that support the faculty member without fundamentally altering academic standards or course requirements.
- **Implementation:** Once approved, a formal accommodation plan is implemented and periodically reviewed as needed.

8.2 Retirement Pension

The University of California Retirement System (UCRS) provides retirement benefits to eligible faculty through a combination of a primary retirement plan and voluntary supplemental savings accounts. The specific primary plan rules, tiers, and choices depend on when the faculty member was hired.

8.2.1 Primary Retirement Plan Tiers and Choices

Pension Choice vs. Savings Choice (Hired on or after July 1, 2016)

Faculty hired or becoming eligible on or after July 1, 2016, participate in the UC Retirement Choice Program. Upon hire, eligible faculty have a window of 90 calendar days to choose between two primary retirement options:

- **Option A: Pension Choice:** A traditional defined benefit plan under the UC Retirement Plan (UCRP). The member and UC contribute to a pension fund that pays a predictable, lifelong monthly income upon retirement based on age, service credit, and high average salary. Under this option, pension-eligible pay is capped at the Public Employees' Pension Reform Act (PEPRA) maximum (\$151,902 for the 2024–2025 plan year, indexed annually). For eligible faculty whose base salary exceeds the PEPRA cap, UC provides a supplementary contribution of 5% of eligible pay above the cap up to the Internal Revenue Service (IRS) compensation limit (\$345,000 for 2024–2025) into a 401(a) defined contribution account.
- **Option B: Savings Choice:** A defined contribution plan (401a) where retirement income depends directly on contributions and investment performance. The faculty member contributes a fixed percentage of eligible pay, and UC provides a

matching contribution up to the IRS limit. For faculty, the university contributes 8% of eligible pay up to the IRS limit into the account.

UCRP 2013 Tier (Hired between July 1, 2013, and June 30, 2016)

Faculty hired during this window automatically participate in the 2013 Tier of the UCRP. There is no election between a pension and a defined contribution plan; all eligible members are enrolled in the traditional defined benefit pension plan.

UCRP 1976 Tier (Hired prior to July 1, 2013)

Faculty hired before July 1, 2013, belong to the grandfathered 1976 Tier of the UCRP, which features lower minimum retirement ages and higher age factor multipliers than subsequent tiers.

8.2.2 Modifying Retirement Choices

- The 90-Day Initial Window: If a new faculty member does not make an explicit selection within their initial 90-day election window, they are automatically defaulted into Pension Choice.
- Irrevocability of Savings Choice & Second Choice Window: Choosing Savings Choice or defaulting into Pension Choice sets the initial trajectory, but the program allows a second look window. Members who initially select or default into Pension Choice generally cannot switch to Savings Choice. However, faculty who initially select Savings Choice have a one-time option during a designated second choice window (typically between their 3rd and 5th year of service) to switch prospectively to Pension Choice.

8.2.3 Vesting Requirements

Vesting determines when a faculty member earns a non-forfeitable right to university-contributed retirement benefits:

- Pension Choice (UCRP - 2016 Tier): Requires 5 years of service credit to vest. Once vested, the faculty member is entitled to a monthly pension benefit upon reaching retirement age, even if they leave UC employment earlier.
- Savings Choice (Defined Contribution): Requires 1 year of service credit to vest in the university-matched contributions. The faculty member's own contributions are always 100% vested immediately.
- UCRP 2013 and 1976 Tiers: Requires 5 years of service credit to vest in the monthly pension benefit.

8.2.4 Salary Calculation and Pension Benefit Formulas at Retirement

For faculty who retire under a defined pension option (UCRP), the monthly retirement benefit is calculated using a standard formula:

$$\text{Monthly Pension} = \text{Service Credit} \times \text{Age Factor} \times \text{Highest Average Plan Compensation (HAPC)}$$

Key Components of the Formula

- Service Credit: The total number of full and partial years worked in an eligible position. Service credit accumulates based on actual hours worked.
- Age Factor: A percentage established by the plan tier and the member's age at retirement.
 - 1976 Tier: Minimum retirement age is 50. The age factor ranges from 1.1% at age 50 up to the maximum 2.5% at age 60.
 - 2013 Tier: Minimum retirement age is 55. The age factor ranges from 1.1% at age 55 up to the maximum 2.5% at age 65.
 - 2016 Pension Choice Tier: Minimum retirement age is 55. The age factor ranges from 1.1% at age 55 up to the maximum 2.5% at age 65.
- Highest Average Plan Compensation (HAPC): Calculated as the highest average monthly covered compensation earned during 36 consecutive months (3 consecutive years) of full-time equivalent service. Covered compensation generally includes base salary (such as X and X' components under the Health

Sciences Compensation Plan) but excludes administrative stipends, overtime, summer salary overload, and incentive pay (such as Z components). For 2016 Tier members, the HAPC used in the pension formula is capped at the PEPRA limit in effect during those years.

8.2.5 Voluntary Supplemental Savings Plans

In addition to the primary plan, all UC faculty, regardless of tier or primary choice, are eligible to participate in voluntary employee-funded supplemental retirement accounts in the form of UC 403(b) and UC 457(b) plans.

Both the 403(b) and 457(b) plans are voluntary, tax-advantaged supplemental retirement savings options available to University of California employees and other public or non-profit personnel. Both plans allow participants to contribute on either a pre-tax basis, reducing current taxable income, or a Roth post-tax basis, which allows tax-free qualified withdrawals in retirement. While they function similarly as payroll-deducted savings accounts, their key differences lie in contribution limits, early withdrawal rules, loan access, and specialized catch-up provisions.

The most significant advantage of participating in both options is that the IRS treats the 403(b) and 457(b) as separate plans with independent contribution limits. For example, eligible employees can contribute up to the maximum annual limit (\$24,500 in 2026, plus applicable catch-up contributions) to the 403(b) and simultaneously contribute up to the full limit to the 457(b), effectively doubling their total annual tax-advantaged savings capacity.

8.3 Emeriti Status

Emeritus status is an honorific title bestowed upon eligible retired Academic Senate faculty members at the University of California, Riverside, recognizing years of distinguished academic service to the campus, research community, and student body. It serves as an enduring connection between the university and retired faculty, acknowledging their ongoing contributions as public scholars and institutional stewards.

Emeritus status is automatically conferred upon tenured Ladder Rank Professors and Professors of Teaching who hold Security of Employment upon their official retirement from active service in good standing. Certain non-Senate academic appointees, such as Health Sciences Clinical Professors or Adjunct Professors, may also be eligible for conferred Emeritus status upon approval, based on campus-specific policy guidelines

and distinguished service. The emeritus title directly reflects the rank and step held at the precise moment of retirement, yielding titles such as Professor Emeritus, Associate Professor Emeritus, or Distinguished Professor Emeritus.

8.4 Professor of Graduate Division Appointments

The title of Professor of the Graduate Division is a specific academic recall title available exclusively to retired UC Riverside Senate faculty members who hold Emeritus status and wish to remain actively involved in graduate education and research. To maintain active research labs, supervise graduate students, and submit external grant proposals, retired faculty need formal academic appointment mechanisms.

Being appointed Professor of the Graduate Division provides several critical operational privileges, including allowing retired faculty to continue serving as the primary advisor or co-advisor for current PhD and Master's students, as well as serving on dissertation and qualifying exam committees. Additionally, it grants formal Principal Investigator (PI) eligibility, enabling retired scholars to apply for and manage active external research grants, contracts, and foundation funding through UCR's Office of Research and Economic Development (RED). The appointment maintains formal access to university research infrastructure, library resources, laboratory space subject to departmental allocation, and administrative support.

Appointments as Professor of the Graduate Division are temporary and time-limited, typically approved on an annual basis for a one-year term from July 1 through June 30 or for a specific multi-year period depending on active grant support and departmental approval. These appointments are renewable upon mutual agreement among the retired faculty member, the Department Chair, the Dean, the Dean of the Graduate Division, the Vice Provost for Academic Personnel (VPAP), and the Provost, provided there is demonstrated active involvement in graduate mentoring or research.

Part 9: Awards, Honors, and Leadership Development

9.1 Endowed Chairs

An Endowed Chair is one of the highest honors a university can bestow upon a faculty member. It is provisioned by a permanent financial fund created by a gift from an outside donor or through strategic university matching funds. The principal of an endowment is invested permanently, and a portion of the annual payout (payout yield) is provided to the chair holder to support their research, scholarly activities, graduate students, lab equipment, or salary. Within the University of California (UC) system, endowed chairs serve as critical instruments for recruiting world-class scholars and retaining distinguished faculty members.

9.1.1 Donor-Created vs. UC Presidential Endowed Chairs

Donor-Created Endowed Chairs

- **Source of Funding:** Established entirely through private philanthropic gifts from individuals, alumni, foundations, or corporations.
- **Donor Intent & Naming:** The donor specifies the field of study, academic discipline, or department (e.g., "The Jane Doe Chair in Environmental Sciences") and names the chair according to the gift agreement.
- **Funding Level:** Must meet UC systemwide and local campus minimum gift thresholds (typically between \$1 million and \$2.5+ million, depending on the academic discipline and whether it supports base salary or supplemental research funds).

UC Presidential Endowed Chairs

- **Source of Funding:** Created through a matching mechanism where the UC Office of the President (UCOP) matches a donor's gift.
- **Purpose:** Established to incentivize major philanthropic giving across the system and address institutional strategic priorities, such as recruiting underrepresented faculty, expanding high-impact emerging fields, or supporting interdisciplinary work.
- **Match Mechanics:** A donor contributes a required amount (e.g., \$500,000 or \$1 million), and UCOP matches it dollar-for-dollar using central university reserves to fully fund a \$1 million or \$2 million chair.

- Governance: Must follow strict UCOP guidelines in addition to local campus policies.

9.1.2 Terms of Appointment

The terms of appointment generally fall into two main structures:

- Permanent / Indefinite Appointments: The appointment is held for the duration of the faculty member's career at the university, terminating only upon retirement, resignation, or transition to a full-time administrative role.
- Term Appointments: Assigned for a fixed duration, typically 3 to 5 years. These are renewable following a formal peer review of scholarly productivity and use of the chair's funds. Term chairs are increasingly used to rotate opportunities among mid-career or exceptional senior faculty.

Re-review and Term Provisions

- Five-Year Re-reviews: Even for permanent chair holders, APM-191 requires periodic review (typically aligned with the faculty member's standard step-increase cycle or every 5 years) to ensure the holder continues to demonstrate high scholarly productivity and aligns with the donor's intent.
- Vacating a Chair: An endowed chair appointment automatically ends if the holder resigns, retires, or assumes an executive administrative role (such as Dean or Vice Chancellor) that renders them unable to fulfill the primary teaching and research expectations of the chair.

9.1.3 Typical Support Benefits and Financial Package

While the primary honor of an endowed chair is academic distinction, the position comes with direct financial and administrative support. The exact value of the support package depends on the size of the original endowment principal, its annual payout yield (typically around 4% to 5% of the fund's market value under UC investment policies), and whether the chair is designated as a full chair or a professorship.

- **Direct Research & Discretionary Dollars:** The primary benefit of holding an endowed chair is a reliable, flexible annual research budget funded by the endowment's payout. Depending on the chair's funding level, annual research budgets typically range from \$25,000 to \$100,000+ per year. Unlike standard state or federal grants, these funds are usually highly flexible. Faculty commonly use them to fund graduate student fellowships, support postdoctoral researchers, purchase specialized lab equipment or software, cover travel to international conferences, organize academic symposia, or jumpstart high-risk, innovative preliminary research projects.
- **Teaching Relief / Workload Adjustments:** Endowed chair holders frequently receive course reductions, commonly 1 to 2 courses per academic year below the standard departmental teaching load. This relief ensures the chair holder has dedicated time to write major grant proposals, direct large research teams, and mentor doctoral students without compromising educational quality.
- **Summer Salary / Supplemental Compensation:** Endowment payouts can be used to provide summer salary, subject to systemwide salary caps and campus approval. Chair holders on 9-month academic appointments can typically draw up to 1/9th to 3/9ths of their annual base salary as summer salary directly from the chair's payout yield.
- **Administrative and Space Support:** Higher-level chairs often include shared or dedicated administrative coordinator support to handle travel arrangements, grant administration, and event logistics. Appointees are frequently prioritized for upgraded laboratory facilities, specialized research infrastructure, or premium office suites within their home department or research institute.

9.1.4 Nomination and Approval Process

The process to nominate and approve an endowed chair holder is rigorous and peer-reviewed under APM-191 and local Academic Personnel procedures:

- **Nomination/Search:** The Department Chair or Dean nominates an existing faculty member, or the endowed chair is attached to an open recruitment search, managed by a faculty search committee.

- **Departmental & Peer Review:** The department votes on the nomination, and a detailed file (including external evaluation letters, research impact statements, and teaching evaluations) is compiled.
- **Senate Committee Review:** The file is submitted to the campus Committee on Academic Personnel (CAP) for peer evaluation.
- **Administrative Review:** The recommendation moves to the Dean, the Committee on Academic Personnel (CAP), and the Vice Provost for Academic Personnel (VPAP). In the case of Presidential Endowed Chairs, the Provost conducts an additional review. The Dean holds ultimate approval authority for standard endowed chairs, while approval authority for Presidential Endowed Chairs rests with the Provost.

9.1.5 Requirements for a Competitive Nominee

To be competitive for an endowed chair, a faculty member must demonstrate extraordinary academic achievement:

- **National/International Distinction:** Recognized as a leader in their field, often evidenced by prestigious awards, high citation counts, major publications, or election to national academies.
- **Sustained Research Excellence:** A clear trajectory of groundbreaking research or creative work that brings distinction to the university.
- **Grant & Funding Success:** A strong history of securing extramural research grants (especially in STEM, medicine, and social sciences).
- **Leadership & Mentorship:** Demonstrated commitment to mentoring graduate students and postdocs, supporting diversity, and providing departmental/university service.
- **Alignment with Gift Terms:** Strong alignment with the specific subject matter or intent outlined in the donor's original gift agreement.

9.1.6 Endowed Chair Opportunities at UC Riverside (UCR)

UCR has significantly expanded its portfolio of endowed chairs over the past two decades through strategic fundraising campaigns (such as the *Living the Promise* campaign).

- **Total Count:** UC Riverside currently has approximately 70 to 80 endowed chairs distributed across its colleges and professional schools (including CHASS, CNAS, BCOE, SOM, and SPP).
- **Growth Trajectory:** The campus doubled its number of endowed chairs from 36 in 2010 to over 70 today.
- **Distribution:** Opportunities vary by college, with larger colleges like CNAS and BCOE holding substantial shares, alongside growing cohorts in the School of Medicine (SOM) and College of Humanities, Arts, and Social Sciences (CHASS).

9.2 UCR Faculty Fellowship Programs

9.2.1 Hellman Fellowships

An endowed internal award program designed to support research and creative activities for promising assistant professors as they work toward tenure. Eligible applicants include full-time Assistant Professors and Assistant Professors of Teaching across most UCR colleges who have completed at least two but no more than four full years of service at the rank without being under immediate consideration for tenure. The fellowship provides up to \$30,000 in direct research support for a one-year term (typically beginning July 1), which can cover research assistants, equipment, travel, materials, or up to one month of summer salary. Eligible faculty are formally identified and invited to apply annually in the spring by the central Academic Personnel Office (APO). Interested candidates submit an application packet, including a project description, budget justification, CV, and start-up fund disclosures, directly to their Dean's Office for preliminary review before final submission to APO and a campus review committee.

9.2.2 Early Career Faculty Research Excellence Award

A UC-wide initiative funded by the Office of the President to advance the research, scholarly, and creative achievements of pre-tenure faculty across all ten UC campuses. The award provides a one-time allocation of up to \$50,000 for a one-year term to support a discrete research plan, such as completing a major publication milestone,

generating preliminary data for new research directions, or bridging areas where extramural funding is limited. Non-tenured Assistant Professors (including Assistant Professors of Teaching and In Residence) in good academic standing are eligible, provided they are not undergoing tenure review during the award cycle.

Applications are solicited annually in the fall through a campuswide internal competition. Eligible faculty submit a proposal, project narrative, career impact statement, and budget via the campus research portal. A local campus committee reviews the applications and forwards top recommendations to the Vice Provost for Academic Personnel (VPAP). Following further review, up to 10 proposals are submitted to UCOP for external review and final selection.

9.2.3 CHASS Fellowship Supplement and Support Policy

Within UCR's College of Humanities, Arts, and Social Sciences (CHASS), faculty research leaves and external awards are supported through the CHASS Fellowship Supplement and Support Policy. Rather than functioning as a direct internal cash prize, this program guarantees that CHASS faculty who successfully secure prestigious external research fellowships (such as ACLS, Guggenheim, or NEH awards worth at least \$25,000) are made whole financially, with the College supplementing external stipends up to their full UC salary without requiring faculty to draw down accrued sabbatical credits.

Full-time tenure-track and tenured CHASS faculty are eligible whenever they receive a major extramural research fellowship that grants release time from teaching and service obligations. Faculty apply for this support on a rolling basis prior to taking leave by submitting their external grant award letter, a formal leave request, and a proposed teaching-replacement plan to their Department Chair and the CHASS Dean's Office for administrative approval.

9.3 Faculty Leadership Development

Stepping into administrative and governance roles provides faculty with a structured pathway for professional growth, expanding their influence beyond individual research labs and classrooms to shape the broader institutional landscape.

9.3.1 Traditional Faculty Leadership Pathways

Faculty leadership positions span local departmental operations, shared governance, interdisciplinary research, and executive campus administration:

- **Undergraduate & Graduate Advisors:** Serve as the primary bridge between students and institutional policy. Advisors oversee curriculum adherence, handle student petitions, manage qualifying exams, and lead student retention and degree-completion initiatives.
- **Director of a Center/Institute:** Center directors lead organized research units and interdisciplinary academic hubs, driving institutional strategy and collaborative research. Key responsibilities include securing seed funding and interdisciplinary grants, cultivating industry and donor partnerships, managing facilities and space allocations, and assembling cross-departmental research teams.
- **Department Vice-Chair & Chair:** The Vice-Chair typically handles targeted portfolios like undergraduate curriculum, teaching schedules, or graduate admissions. The Department Chair serves as the administrative lead and academic strategist, managing budgets, leading faculty recruitment, managing personnel reviews, resolving grievances, and representing the department to the Dean and Provost.
- **Senate Committee Chair:** Leadership within campus or systemwide Academic Senate committees. Chairs of major Senate committees lead peer-review evaluations, guide campus academic policy, and partner directly with campus administration in shared governance.
- **Vice Provost Roles:** Vice Provosts oversee campuswide administrative portfolios, interpret systemwide policies (such as the APM), drive strategic academic planning, and manage campuswide administrative resolution.

9.3.2 Formal Leadership Programs

UCR-Coro Faculty Leadership Collaborative

The UCR-Coro Faculty Leadership Collaborative is an intensive, cohort-based leadership development program delivered in partnership with Coro Northern California to prepare tenure-track and tenured faculty for administrative and institutional leadership roles. The program provides approximately 80 hours of interactive training across 10 sessions, incorporating personalized individual and group coaching, intersession

assignments, and real-world campus applications. Participants develop core competencies in strategic decision-making models, active listening, cross-departmental collaboration, governance, and managing organizational change within the UCR community context.

Applications for UCR-Coro open annually (typically during the fall or winter for an upcoming cohort cycle) through a competitive selection process managed by the UCR Academic Personnel Office (APO). Eligible applicants complete an official application packet detailing their leadership goals and commitments. Completed applications are evaluated by an advisory committee composed of UCR faculty alumni who have previously completed a Coro leadership program. As part of the curriculum, cohorts work on collaborative group projects and intersession assignments focused on practical UCR challenges, such as optimizing shared governance workflows, improving department climate and team performance, enhancing faculty retention and mentorship infrastructure, and driving campuswide administrative efficiency.

UC-Coro Systemwide Leadership Collaborative

The UC-Coro Systemwide Leadership Collaborative is an advanced, systemwide executive leadership development program sponsored by the University of California Office of the President (UCOP) in partnership with Coro Northern California. The program brings together approximately 60 senior faculty leaders, academic personnel, and senior staff administrators across all ten UC campuses, health systems, national laboratories, and UCOP (divided into Northern and Southern California regional cohorts) to build a systemwide executive leadership pipeline. Running over approximately 12 months, the curriculum requires around 220 hours of commitment, including multi-day residential intensives at various UC locations, virtual seminars, individual executive coaching, and cross-functional peer consultancies.

The opportunity to apply or be nominated arises annually (typically during late summer or early fall). The selection process relies on a nomination-based application process managed at the campus level. Candidates, who often but not always hold senior roles such as Academic Dean, Vice Provost, Department Chair, or Director-level equivalent reporting to top executive leadership, must be formally nominated by a sponsor (such as a Dean, Provost, or Vice Chancellor). Each UC location conducts an internal review before forwarding its endorsed nominees to the systemwide selection committee.

As a core requirement of the program, participants dedicate substantial time (at least 90 hours) to a capstone group project addressing a systemwide strategic priority sponsored by senior UC leadership. Previous cohort projects presented to UC executive

leadership have tackled high-level operational and policy challenges, such as developing frameworks to streamline intercampus research infrastructure and equipment sharing, formulating systemwide strategies for faculty/staff retention and workplace climate, designing collaborative models to align administrative operations across campuses, and analyzing cross-functional practices to enhance student success and mentorship pipelines.

ACE Fellows Program (American Council on Education)

The ACE Fellows Program, administered by the American Council on Education, is the nation's premier executive leadership development program in higher education, designed to prepare senior faculty, department chairs, deans, and emerging administrative executives for senior leadership roles such as Vice Provost, Dean, Provost, and University President. The year-long fellowship combines multi-day national leadership retreats, institutional site visits, and custom executive coaching with immersive placement experience. Fellows are typically placed at a host institution to shadow a university president and senior executive team, gaining direct exposure to executive decision-making, university budgets, board governance, strategic planning, and crisis management.

The opportunity to apply arises annually during the late summer and early fall. The application is a highly competitive, institutionally endorsed process: candidates must be nominated by their institution's president or chief academic officer, demonstrating significant leadership potential and a strong record of service. The application packet includes personal statements on leadership vision, institutional recommendation letters, and a proposed plan for a major institutional project. After initial screening, candidates participate in rigorous national interviews before final selection.

As part of the fellowship, each ACE Fellow undertakes a major institutional project designed to address a critical strategic priority for their nominating campus or host university. Previous fellows have completed high-impact projects focusing on executive-level strategic initiatives, such as designing comprehensive campuswide diversity and inclusion frameworks, developing revenue generation and multi-year budget models, establishing international research partnerships, restructuring academic units to promote interdisciplinary collaboration, and formulating long-range strategic plans for online education and student retention.