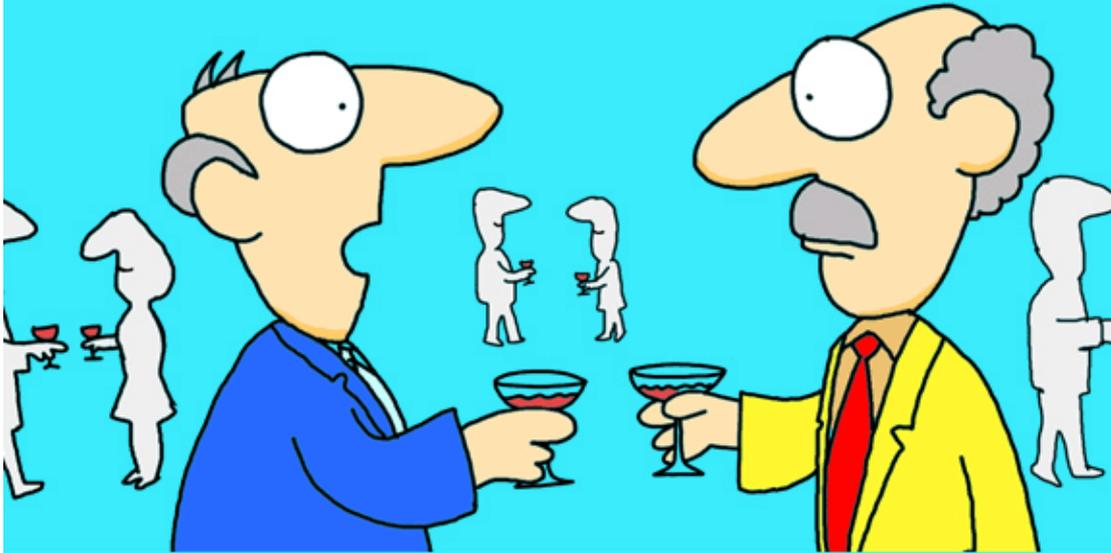


# Junior Faculty Workshop

## Success at UCR and elsewhere

Thursday, October 17<sup>th</sup>, 2019

9-noon



“I have trained dozens of Postdocs.  
One of them even got a faculty position!”

Who is in attendance?

- × • Postdocs
- Assistant Project Scientists
- × • Research Assistant Professors
- × • Tenure-track Assistant Professors
- × • Assistant Professors of Teaching
- Assistant Professors in Residence
  
- There is the potential for me to confuse you by giving information pertinent to different groups, so please interrupt if I am unclear.

# For immediate applicability:

- Postdoc – some, but will give you ideas about what is expected of you and what questions to ask at interviews 🟢 R
- Assistant Project scientist 🟡 R+S
- Assistant Research Professor 🟠 R+S
- Assistant Professor in Residence 🟣 R+T+S
- Assistant Professor TT 🟡 R+T+S
- Assistant Professor of Teaching 🔴 T+R+S



## Quick Links

On this page you will find frequently used documents and links. For questions or more information, please email [academicpersonnel@ucr.edu](mailto:academicpersonnel@ucr.edu).

Academic Hiring Toolkit ([pdf](#))

Academic Personnel Manual (APM) ([link](#))

Academic Salary Scales ([link](#))

AP Recruit ([link](#))

Bargaining Unit Information and Resources ([link](#))

Best Practices in Hiring ([pdf](#))

Campus Map ([link](#))

Conflict of Commitment ([link](#))

Department Chairs Academic Duties Handbook ([pdf](#))

Deans, Chairs, and Directors List ([pdf](#))

Department Chair List ([pdf](#))

Delegation of Authority Charts ([pdf](#))

eFilePlus ([link](#))

Events and Workshops ([link](#))

Non-Senate, Non-Represented CALL 18-19AY ([pdf](#))

Senate CALL ([link](#))

UCPath ([link](#))

UCR Directory ([link](#))

University of California Faculty Handbook ([link](#))

<http://Academicpersonnel.ucr.edu/>

# The Senate CALL



- This administrative document describes the review process implementation at UCR.
- This is a UC-Riverside document maintained by the Academic Personnel Office and found on the APO website.

# Non-Senate, non-represented Call



Describes appointment and review procedures at UCR

For union represented (currently only some 😊 ) but likely to change, you need to refer to the UC academic personnel manual and specific union contracts

# Structure of the workshop

- A reminder of UC stages in review
- Joint appointments (if applicable)
- Accelerations
- Impact of prior appointments on tenure at UCR (if applicable)
- Who doesn't make tenure/SOE?
- Breakout sessions
- Reporting out from groups with questions
- VPAP comments/ general guidelines about the self statement
- Time management and work/life balance
- Discussion of other FAQs



# Stages in a Normal UCR Review-all cumulative



=Differs by department

- Candidate assembles efile, including a self statement discussing accomplishments



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

# Stages in a Normal Review-all cumulative

- The file is evaluated by the Dean, often in consultation with Associate Deans. All actions require a vote and some actions require a letter with reasons. 😊 😄 😊 😊 😊
- The file is evaluated by the Senate Committee on Academic Personnel (CAP). This is a body of 10 faculty representing diverse disciplines. Each member will review your file and vote on a recommendation to accompany a minute describing the reasons for their recommendation 😊 😄 😊



# Stages in a Normal Review-all cumulative



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



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

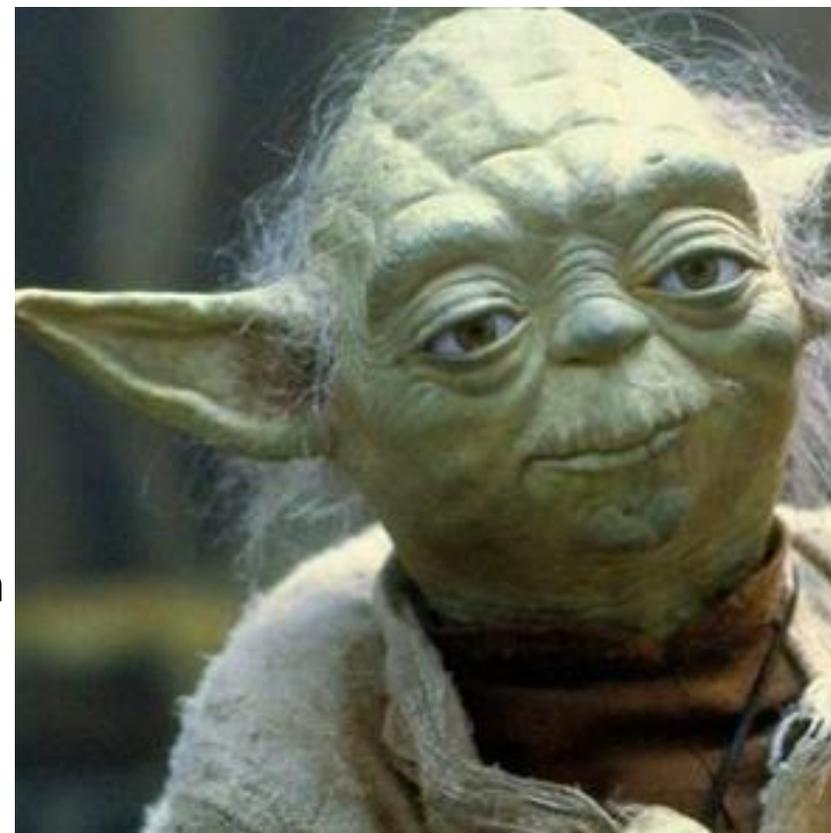


- Chancellor is final on promotion



- **There is no quota. If you earn tenure/security of employment, then you are granted tenure/SOE**

# An extra action for Assistant Professors



- At the beginning of your 5<sup>th</sup> year as an Assistant professor, you will put together a file that will not result in either a merit or a promotion and is entirely to **advise** you on your progress towards tenure “the 5<sup>th</sup> year appraisal”. The outcomes could be:-
- positive – looks as though you are making good progress towards a positive tenure decision,
- qualified positive – some areas good, but some deficient and in need of improvement, or
- Negative – not on track – can still make tenure/SOE

# Joint Appointments-



- For purposes of the personnel review of joint appointees, one of the departments will be considered as the home department. Ordinarily this will be the department with the larger percentage of FTE. For joint appointments in which the FTE split is 50-50, the candidate's home department **will be designated in the appointment letter.**
- The Chair of the home department has the responsibility of holding a joint meeting with the candidate and other Chair before either department considers the file. The purpose of this meeting is to review personnel procedures, to assemble information for the file and, where appropriate, to allow the candidate to suggest names of persons to be solicited for extramural letters. Names for extramural referees may be suggested to either or both Chairs who then will solicit additional names of referees from their departments so as to ensure the balanced assessment specified in Section III. M. Both Chairs should be aware of all letters being sought.

# Joint Appointments- from the CALL



- Each department will independently evaluate the candidate and make a recommendation, emphasizing where appropriate those portions of the candidate's responsibilities that are specific to each department. Where possible, department chairs should reconcile the proposed rank and step before writing the departmental letter. The Chair of each department will prepare a departmental letter to be sent to the Dean (and, if another college or school is involved, to the other Dean as well). When both departments are ready to forward their respective recommendations, there shall be a meeting of both Chairs and the candidate, during which each Chair will give the candidate an oral summary of his/her departmental recommendation. If there is a positive majority a separate meeting is fine; otherwise a joint meeting is required. Any written form of the departmental recommendation will also be given to the other Department Chair and to the candidate, on request.

# JOINT/SPLIT APPOINTMENTS INSTRUCTIONS GIVEN TO CHAIRS AND DEANS

The offer letter/letter of intent/initial complement letter to a candidate must clearly lay out expectations of the faculty member in terms of the 3 areas of evaluation. **Also, there should be phraseology allowing future redistribution (by negotiation among candidate and unit heads) to allow for changing needs etc.**

- 1) teaching in each department/organizational unit (e.g. percentages of courses/course load). **As with all initial complement letters, this should be written such as to indicate what a normal load will be if there is some initial course relief.**
- 2) service in each department/organizational unit (e.g. is attendance at faculty meetings in each department expected etc) and
- 3) research (e.g. attendance at seminar series, annual retreats, expectations of research disciplinary emphasis etc) in each department/organizational unit.



These descriptions should be phrased appropriately to allow for whatever initial period with reduced expectations is allotted to a new hire. **It is crucial that the candidate be fully aware of all expectations so that they can live up to those expectations and move through the merit and promotion system as expected.**

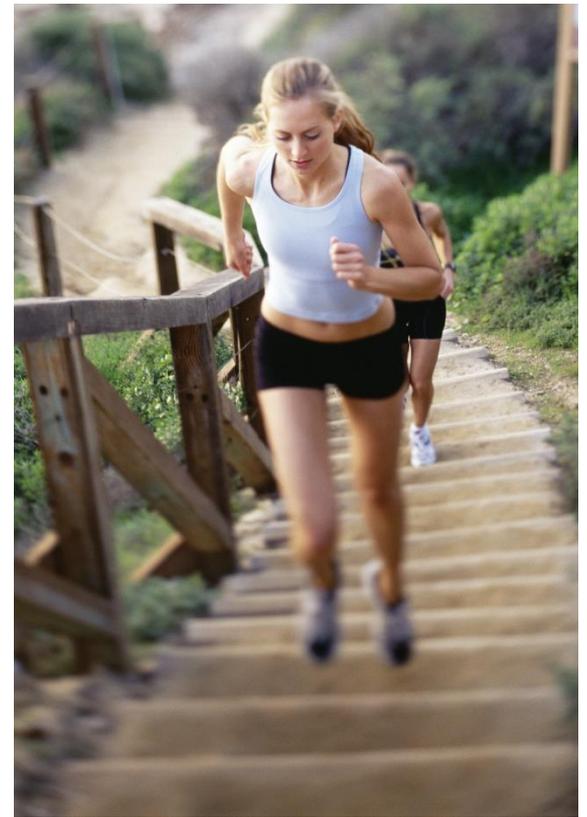
4) a description of how the personnel file will be handled (e.g. which department will be primary- as per appointment and how input will be gathered from the other departments/organizational units)

A copy of this letter must be on file in the department, college, and the academic personnel office. The appointment letter may be substituted if equally detailed.



# Normative time until

- Associate level =  
6 years - maximum of 7 years with  
*no stop-the-clocks*



But if you do well in **all three areas** of evaluation, you can accelerate up those steps.

- 😊 😊 gain tenure/security of employment with promotion to Associate level

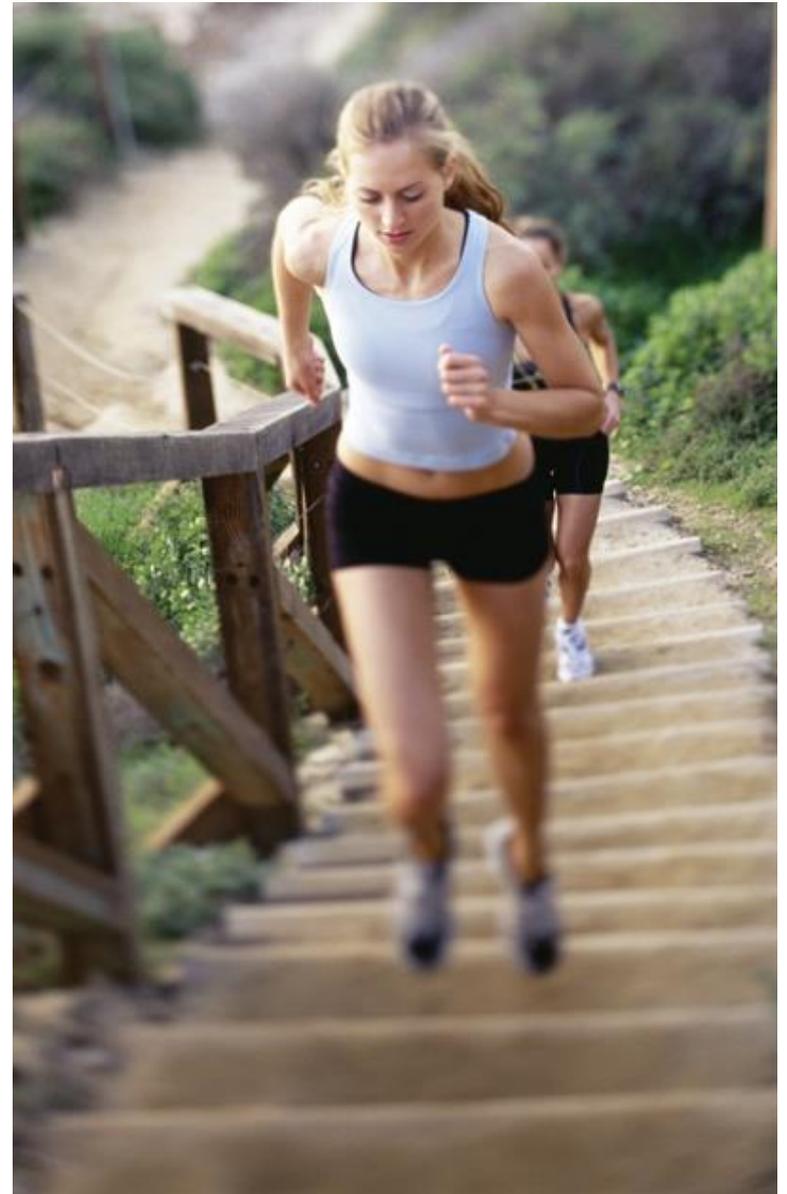
# Stop the clock for Academic Appointees with a seven year limit on service at the Assistant level



- For childbearing/childrearing (if your contribution is 50% or more). Can have only up to 2 years (regardless of how many children or what combination of children and other reasons).
- For serious health problems that interfere with your ability to do your job
- For bereavement
- For other major life or career crises.
- A request to stop the clock should be made as soon as the need becomes apparent and should be accompanied by appropriate documentation
- APM -133-17g-I <http://ucop.edu/academic-personnel-programs/files/apm/apm-133.pdf>

# Accelerations

- Normal review every 2 years
- 1 year acceleration if you have accomplished research-wise what would be normal+ for 2 years and other areas are fine in quantity and quality for a 1 year period.
- Whole step acceleration requires excellence in all 3 areas of review and research accomplishments equivalent+ to 4 years.



# Impact of prior appointments



- Your prior record contributes to your record for Associate level and so you do not have to wait 6 years
- However, UCR wants to be sure that you can be:  
productive in your research **at UCR**  
an excellent teacher of **UCR students**  
and a good campus citizen- **service at UCR**

Therefore, it is best to put your file forward once this is entirely obvious

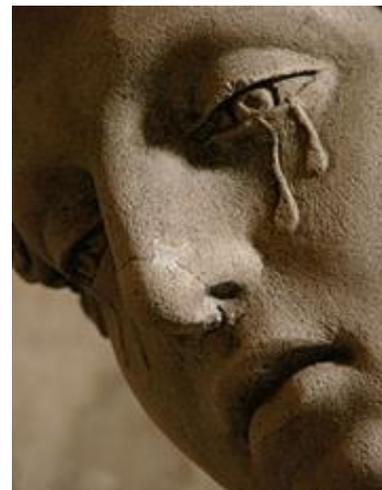
# Who doesn't make tenure? 😊



- Those who don't publish enough in very good outlets even if their contributions to teaching and service are better than average or even outstanding – This is a Research 1 university. What is enough is very discipline and sub-discipline specific
- Those whose research/creative productivity is fine in terms of quantity, quality and impact, but whose teaching evaluations show less than acceptable teaching, especially if there is no evidence that the individual has taken this requirement seriously and made an effort to seek help. Aim for at least mean of department evaluations but pay particular attention to student comments. Also check out [http://ueeval.ucr.edu/Wieman-Gilbert TeachingPracticesInventory CBE-LS2014.pdf](http://ueeval.ucr.edu/Wieman-Gilbert_TeachingPracticesInventory_CBE-LS2014.pdf)

# Who doesn't make tenure? 😊

- Those who may have published a sufficient number of papers, but who do not seem to be the driving intellectual force for any of the work
- Those for whom sustainability of the research program is questionable
- Those who have not participated in professional and campus/college/department service



# Who doesn't achieve security of employment in the PT faculty series? 😊

- Those for whom teaching cannot be described as truly excellent. Teaching excellence should be judged in a variety of ways. Examples are

Student evaluations

Student success

Demonstrated level of preparation for an upper division course

Observation of teaching by fellow faculty or member of Academy of Distinguished Teaching

- Depending on date/circumstances of hire, those with no professorial scholarly or creative contributions (i.e. that which distinguishes their profile from unit 18 lecturers) and insufficient service.



# Relative Importance of each area of review

- Depends on your series!
- File Review is Holistic, but all required areas must be represented
- Research/Scholarly Activity/Creative Activity. How is funding viewed? Publication numbers versus quality of journal/press versus citations
- Teaching
- Service within your research/professional area- talks, conference organizing, session chair etc, manuscript review, editorial board  
and service to the university

Special weight is given to activities that contribute to diversity and inclusion

# Publications

Anything can get published somewhere!



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

# Editorial Boards and Conference Committees

## 'Dr Fraud' experiment

- In 2015, four researchers created a fictitious sub-par scientist named Anna O. Szust ('Oszust' translates to 'a fraud' in Polish) and applied on her behalf for an editor position to 360 scholarly journals. Szust's qualifications were dismal for the role of an editor; she had never published a single article and had no editorial experience. The books and book chapters listed on her CV were made-up, as were the publishing houses that published the books.
- One-third of the journals to which Szust applied were sampled from Beall's List of 'predatory' journals. Forty of these predatory journals accepted Szust as editor without any background vetting and often within days or even hours. By comparison, she received minimal to no positive response from the "controls" which "must meet certain standards of quality, including ethical publishing practices". Among journals sampled from the Directory of Open Access Journals [https://en.wikipedia.org/wiki/Directory\\_of\\_Open\\_Access\\_Journals](https://en.wikipedia.org/wiki/Directory_of_Open_Access_Journals) 8 of 120 accepted Szust. The DOAJ has since removed some (but not all) of the affected journals in a recent purge. None of the 120 sampled journals listed in [Journal Citation Reports](#) (JCR) offered Szust the position.
- The results of the experiment were published in [Nature](#) in March 2017.

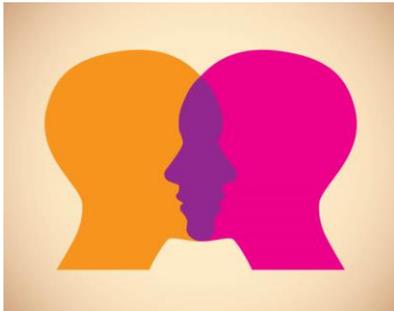
Again, I receive invitations daily to be on editorial boards and conference committees for subject matter way removed from my expertise.

**Therefore, we need to ask departments for context in department letters when reporting on such items**

# Breakout Sessions

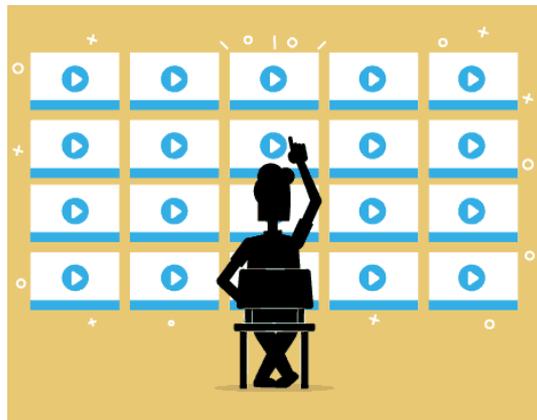


Self-statement



Discussion questions

Entering into eFilePlus



# Self statement



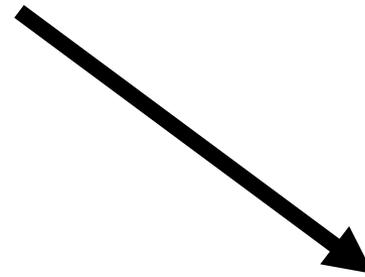
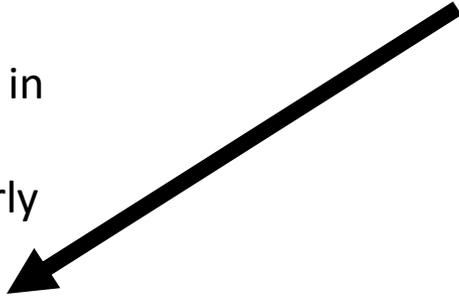
- Although a self statement is officially optional, who is better qualified than you to talk about your work? My advice is always to include – you maybe could give it a pass if you receive the Nobel prize!
- Although promotions are more important than merits, it is wise to present yourself well on all occasions. Don't put out half an effort and then find yourself disappointed in the outcome.
- Accuracy of the self statement and efile is the responsibility of the candidate. If there are discrepancies between facts stated in the self statement and efile, the reviewing bodies will defer to the efile snapshot as the true/accurate record.
- For a promotion file, you may produce a different self statement to go to external reviewers and internal reviewers, but both must be present in your file for all to see. Why?

# Candidate's Self Statement

How should it/they be pitched? i.e. to whom are they speaking?

Others in  
your  
scholarly  
field

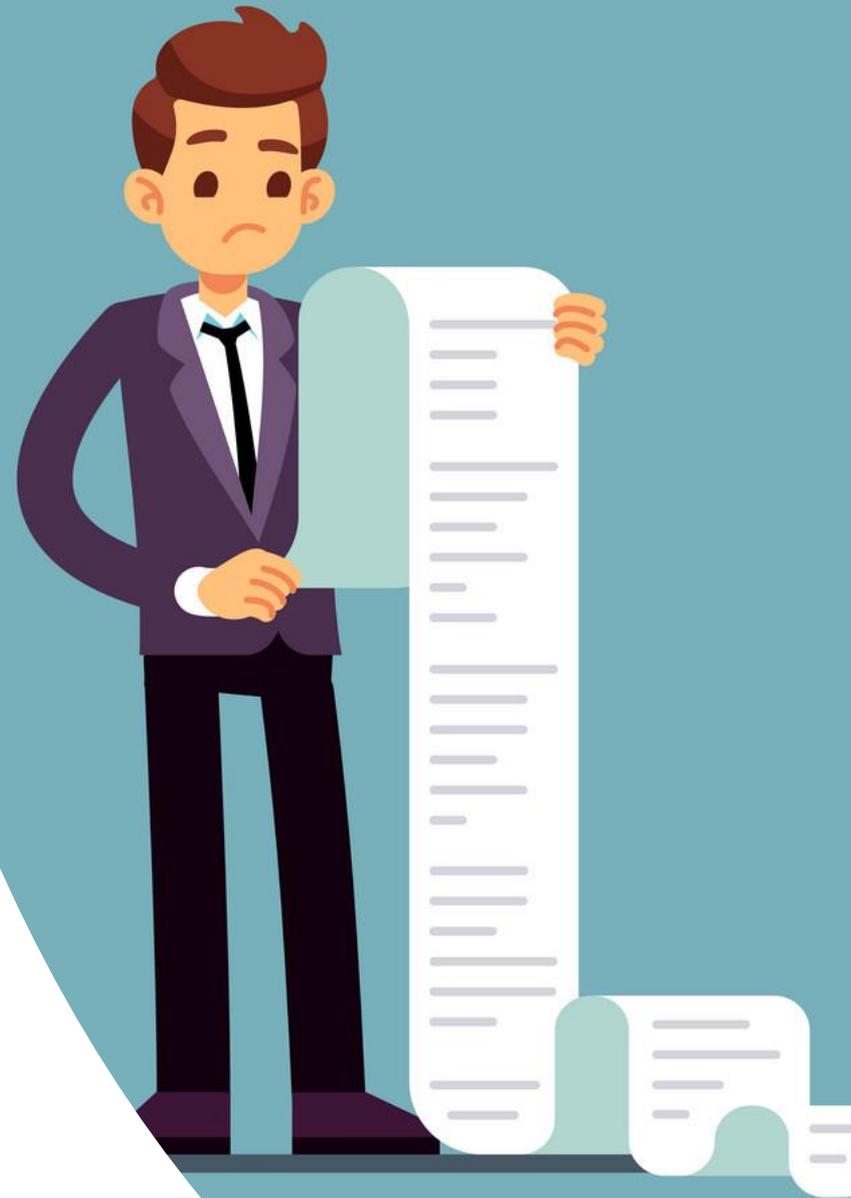
To Chair,  
Dean, CAP,  
VPAP, PEVC,  
Chancellor



# Self Statement

---

- For merits it can only be two pages long
- For promotions, it may be longer, but the longer you make it, the less likely it will be carefully read from beginning to end – so be judicious
- Other people's self statements could be a good resource (inside/outside department), but always ask yourself *was it good?* You don't know whether the statement helped or hindered the decision.



# Evaluation of Self-Statements

**We paired people from different disciplines.**



$$\begin{aligned}
\nabla \cdot \mathbf{E} &= \frac{\Delta E_x}{\Delta x} + \frac{\Delta E_y}{\Delta y} + \frac{\Delta E_z}{\Delta z} \\
&= \frac{E_x(1,0,0) - E_x(-1,0,0)}{1 - (-1)} + \frac{E_y(0,1,0) - E_y(0,-1,0)}{1 - (-1)} + 0 \\
&= \frac{0 - 0}{2} + \frac{3 - 1}{2} \\
&= 1
\end{aligned}$$

## Research

- 1) Is the description of the research understandable to someone not in the field? Could you turn around and summarize immediately after reading it?
- 2) Is it clear who is the driving intellectual force of the work? This is particularly important if the research is the result of a collaboration
- 3) Has the importance of the research been communicated? How does it advance the mission of the university?
- 4) Has the impact of the research been communicated? As the reader are you excited by it?
- 5) Is there a good balance between necessary blowing of one's own horn and perspective?
- 6) Is there jargon that should be eliminated?
- 7) Are assumptions made? e.g. is the reader expected to understand the importance of a publication in the journal of YYY or a talk at conference XXX or an invitation to speak at University ZZZ etc?

## Teaching

- 1) Is teaching addressed?
- 2) Is the candidate's interest in/passion for teaching communicated?
- 3) Are the contributions well-described –e.g. development of new courses, large lecture versus graduate etc.?
- 4) If there were problems with teaching are these acknowledged and approaches re how to improve addressed?



## Service

- 1) Have the service contributions been adequately described? Lists are not helpful and the lists are elsewhere in the file.
- 2) Not everyone knows what the “PGT” committee is! Be aware that different departments have different names/acronyms for the same thing.
- 3) Has some context been given? Being a part of the undergraduate advising committee may mean you meet with 20 or 200 students. Being graduate advisor may mean you are all alone or one of three advisors etc.
- 4) If a committee was particularly demanding, has this been explained? Hours per week/month is one way to illustrate this- also room for this in efile section



# Candidate's Self Statement

What can be included?

Research, teaching, service that **is in the file** – a common reason for return of files is because of inclusion of other things

What shouldn't be included?



# Questions given to tenure-track and many to PT faculty

- How would you determine how much is enough in terms of research to make tenure?
- How important is grant funding?
- What service commitments do you think are appropriate for an assistant professor?
- How do you think reviewers (inside UCR and whomever will be asked to evaluate your work from outside UCR) will measure the impact of your research? How will you take that into account?
- What do you think you have to do to get excellent teaching evaluations?
- What kinds of comments do you think reviewers take notice of in student teaching evaluations?
- If you have a strong accent, how can you help listeners to understand you?
- What do you think should be the second measure of your teaching efficacy?
- How might having a baby/adopting a baby potentially affect the time you have to make tenure?
- What impact would not seeing eye to eye with your Chair have on your ability to make tenure?
- What would you do if you suffered a major illness?
- Do you have any questions that are not already on the agenda?

# Additional questions given to PT faculty

- What constitute excellent teaching evaluations – numbers and comments?
- From whom do you think we ask for extramural letters for your promotion?
- What kinds of activities constitute research/scholarly activity?
- If asked to run a whole instructional program as an assistant professor, how might this affect your course load and how would any variance from normal load be presented in efile?
- What kinds of accomplishments might be considered appropriate to acceleration?

# Questions given to postdocs

- What appeals to you about an academic career?
- What do you perceive to be the downsides?
- Would you consider a position that didn't earn tenure? 73 percent of today's academic positions do not earn tenure/security of employment.
- What does tenure mean?
- If you are considering applying to UC, what is it about UC that appeals to you?
- What should be in a contributions to Diversity Statement?
- What should be in a teaching statement?



- Keep perspective
- Rotate focus
- Explain to your loved ones ahead of time when there may be periods of intense work and stress – forewarning really helps
- Make sure you express your appreciation for those around you so when your focus is on work, it does not make them feel they are in second place



# What worked for me - tips for time management



- Create a schedule of activities with due dates so you can plan and work ahead – reduces stress
- Schedule your day and only let true emergencies interfere with the schedule. If you don't, you will work hard and accomplish little! Include time for new initiatives or even thinking about them
- Scheduling includes when to deal with e mails. Turn off the sound and maybe also the pop-ups if you cannot resist looking at them. Don't be distracted by cell phone calls, restrict those who have your cell phone number and don't have it ping when an e mail comes in
- Keep e mail folders to manage the relative urgencies of them and/or subject matter

# What worked for me - tips for time management

- Use your time optimally. I used to record my lectures and listen to last year's during soccer games (mom is still watching the game!)-most efficient prep for the current year
- I would read journal articles during the kid's pre-game warm up
- I would work in my car during soccer and baseball practices
- I still divide tasks between those that need optimal focus (do during best working hours) and those I can do when tired in the evening (e.g. answer emails, write letters of recommendation).



# Questions from previous groups

- 1) How to say no - best to have worked out a rough service participation plan with your Chair.
- 2) How to decide what to expend your service efforts on.
  - a) Think about contributions that will be useful to the department/school/campus and will further your career goals – e.g. seminar series, annual symposium, graduate student admissions, faculty search committees
  - b) Work on something you have a passion for/long term interest in
  - c) Only work on committees you perceive as actually accomplishing a goal
  - d) Say yes to grant reviewing duties



# Questions from previous groups

- 3) When to go up for tenure – best discussed with your Chair, **but** with an up-to-date efile serving as the basis of the discussion
- 4) Quality versus quantity of publications – holistic review including number, importance, impact, where published/citations, senior authorship, driving force of work, how many from your main research focus versus collaborative etc.

# What a Junior Faculty Member had wished she had known about

The screenshot shows a web browser window displaying the University of California, Riverside Student Disability Resource Center website. The browser's address bar shows the URL <http://sdr.cucr.edu/>. The website header includes the UC Riverside logo and the text "UNIVERSITY OF CALIFORNIA, RIVERSIDE" and "Student Disability Resource Center". A navigation menu on the left lists: Home, Students with Disabilities, Student Access & Mobility Support (SAMS), and Questions & Contact Us. Below this is a vertical sidebar with a "be well" logo and links for Case Management, Counseling & Psychological Services, Recreation, Student Health Services, Student Disability Resource Center, and The Well. The main content area features a large photo of a diverse group of students sitting on a stone wall with "UNIVERSITY OF CALIFORNIA RIVERSIDE" inscribed on it. Below the photo is a heading "Student Special Services is now the Student Disability Resource Center" and a paragraph stating that every student at UC Riverside deserves the opportunity to make the most of their university experience. To the right of this text is a teal button labeled "R'Ability Get Access to Services". Below the main text are two smaller images: one of two students sitting on a bench in front of large letters spelling "UCR", and another of a student in a wheelchair reading a book in a library. Under the first image is a link "Questions? Contact Us" and a short paragraph. Under the second image is a link "Information about Accessing Services" and a short paragraph. At the bottom left, there is a yellow box with the text "HELP STUDENTS IN CRISIS" and "Take an online or in-person training to learn how to support emotionally distressed students and student veterans.", with a blue "SIGN UP" button below it. The Windows taskbar at the bottom shows the time as 10:42 AM on 10/25/2017.

# The Help Site: help.ucr.edu

https://help.ucr.edu/

Your web browser (Internet Explorer 11) is out of date. Update your browser for more security, speed and the best experience on this site.

Update browser Ignore

CHIEF COMPLIANCE OFFICE

Search

UCRIVERSIDE | Help@UCR

HELP RESOURCES FOR THE UCR COMMUNITY

HOME RESOURCES

Need immediate help?

If you are in immediate danger, call 911  
Campus Police: 951.827.5222

Type here to search

5:14 PM  
9/8/2019

# Help.ucr.edu

## Confidential Resources

### Campus Advocacy, Resources and Education (CARE) Advocate

advocate@ucr.edu  
<http://care.ucr.edu/> 

Sexual assault, relationship violence, and stalking

### University Ombuds

951-827-3213  
ombuds@ucr.edu  
[ombudsperson.ucr.edu](http://ombudsperson.ucr.edu) 

### Students: UCR Counseling and Psychological Services (CAPS)

951-UCR-TALK (24/7)  
<http://counseling.ucr.edu/> 

### Faculty and Staff Assistance Program

(951) 781-0510 or (800) 266-0510 [24 hour hotline]  
[Faculty and Staff Assistance Program website](#) 

## How do you identify?

+ I am a Student

+ I am an Academic Employee

+ I am a Staff Member

### I have been affected by...

<a href="#">Sexual Assault</a>	<a href="#">Sexual Harassment</a>
<a href="#">Race/Ethnicity/Religious/Gender/Other Discrimination/Harassment</a>	<a href="#">Relationship Violence or Stalking</a>
<a href="#">Disability Discrimination or Harassment</a>	<a href="#">Whistleblower Complaint (e.g. improper action by UCR employee)</a>
<a href="#">International Student Issues</a>	<a href="#">Misconduct/Code of Conduct Issue</a>
<a href="#">Bullying</a>	<a href="#">Other Workplace Issue</a>
<a href="#">Bias or Intolerance Incident/Other Climate Issue</a> 	<a href="#">Other Crime (e.g. theft)</a>

# How do you make yourself known in the field?

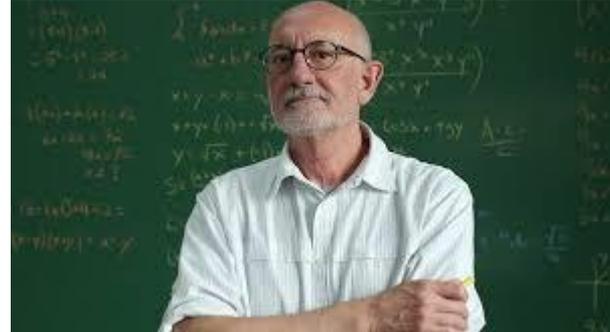
- Present your work at meetings –small focused ones are best so that you meet people. In the sciences, examples would be Gordon conferences and FASEB summer conferences
- Run a seminar series for your department and invite people in your field
- Start a local conference in your field to which you can invite those whom you would like to get to know about your work
- If there are senior faculty in the same research area in your department, ask them to introduce you to people at meetings
- Publish, and publish early so that there is time to be noticed



# For Your Tenure/SOE Letters, who should you suggest as an external reviewer?

## Who yes?

- 1) Respected names in your field
- 2) Those at an academic level above you
- 3) Those whom you think will be fair
- 4) Try to arrange for some from UC



## Who not?

- 1) Do not suggest people with whom you have collaborated recently. While they may be well qualified to comment on the work, they may not be considered objective
- 2) Do not suggest your peers – those who you were a graduate student or postdoc with
- 3) Do not suggest only people from a prior institution. This suggests a lack of impact of your work
- 4) Depending on years since PhD/postdoc, a former advisor may/may not be a wise choice

# What can be included in Packet that goes to external reviewers?

- CV **plus-** e.g. add hours etc to explain teaching or organizational or service obligations
- Teaching evaluations
- Self statement aimed at those in the same field
- Publications/gallery brochure etc.
- **ALL MUST BE INCLUDED IN EFILE**



# Research Program that involves Intellectual Public Engagement

- Difficult to be general, but for example what would be research and what would be community service and what would be community involved research?
- I work on milk immune cells. I publish in Journal of Immunology – research
- I give continuing education talks at local Breast Feeding coalition meetings – community service
- If I involve the breast feeding coalition in my research project (Interviewing patients, collecting samples, producing data etc), this would be research involving public intellectual engagement.

Come on out and meet  
people!  
Encourage other faculty,  
staff, postdocs, project  
scientists, grad students  
etc

First one for the Fall is tonight!  
Children very welcome – they are  
the best dancers!

Wine, beer, cocktails and food  
available to purchase.

## Thursday Nights Live

@ the HUB Plaza, 5-7.30pm

Family friendly. Free music. Food and adult beverages  
available for purchase.

Habit Burger, Subway, and HUB food available



October 17<sup>th</sup> – Sir Walter Clark (above) plays  
Classical/Flamenco guitar

October 24<sup>th</sup> – KUCR hosts an evening of fun music with a  
special eye to get the little kids dancing



November 7<sup>th</sup> – Clyde & Friends play keyboard and more

This day, transition to the Barn -free  
Barn Cookies, preview of menu and  
spaces, chance to win VIP  
walkthrough of the New Barn



**Your Questions**



# Reference Slides

## CAP Role

- Committee of the [Academic Senate](#)
  - 10 members / Quorum is 6
  - Members appointed by Committee on Committees
- Advisory to Administration
- Equitable Application of Academic Personnel Manual (APM) [210](#), [220](#)
- Adherence to additional guidelines defined in the [CALL](#) and [By Law 55](#)

*Links:*

<http://senate.ucr.edu/>

<http://senate.ucr.edu/committee/?do=info&id=4>

# Academic Personnel Manual, 210

- Review Criteria, [APM 210](#)
  - Teaching
  - Research & Other Creative Work
  - Professional Activity
  - University & Public Service
- The [APM](#) is a UC policy manual.

*Links:*

<http://www.ucop.edu/acadpersonnel/apm/apm-210.pdf>

<http://www.ucop.edu/acadpersonnel/apm/sec2-pdf.html>

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