

New Department Chair Orientation

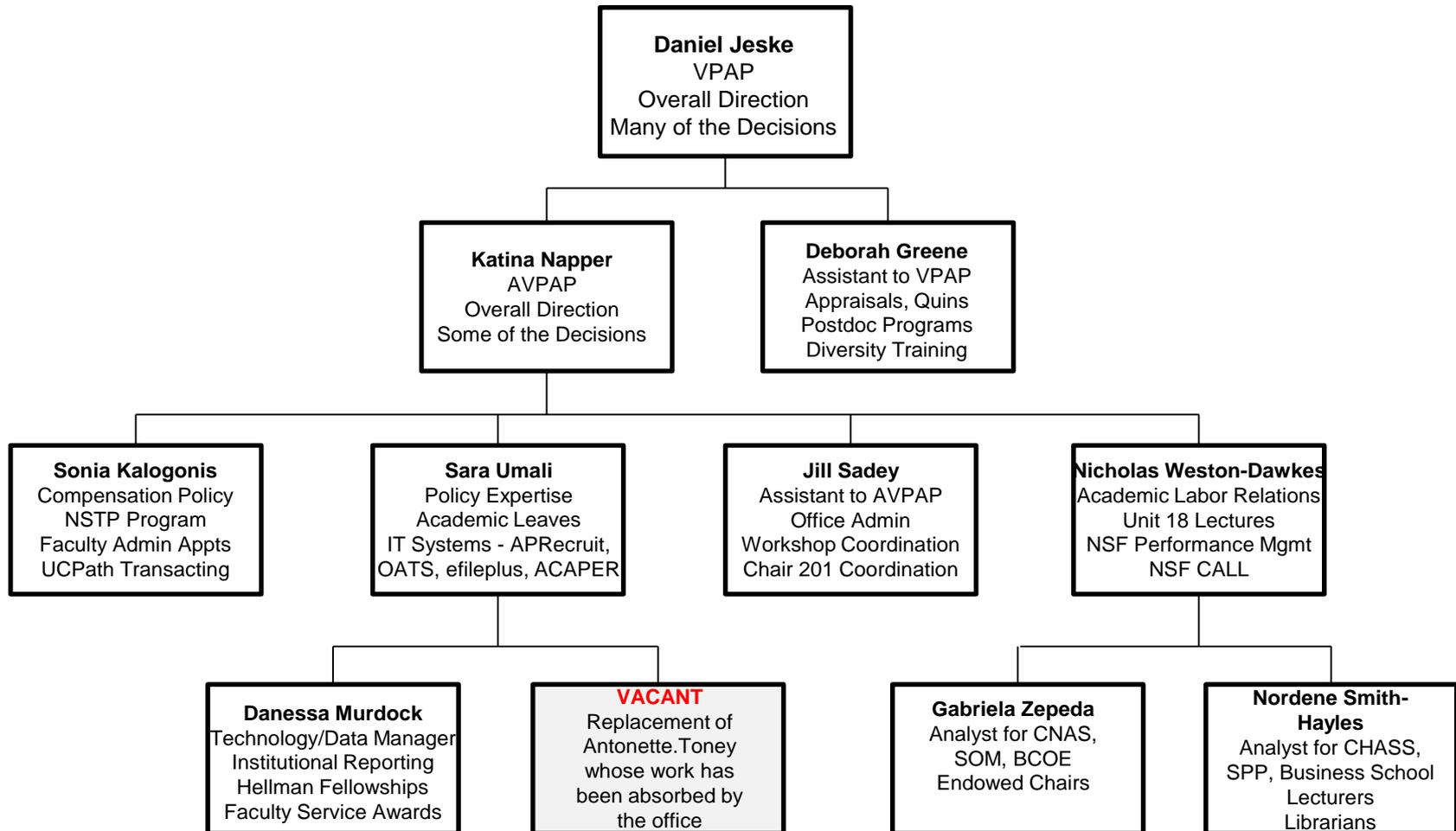
October 2, 2020

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Vice Provost for Academic Personnel

Agenda

1. The Academic Personnel Office
2. Merit and Promotion Reviews
3. Policies
4. Tips and Suggestions

Academic Personnel Office (APO)



Academic Personnel Resources

1. Academic Personnel Manual
 - APM-015, APM-025, APM-075, APM-133, APM-210, APM-220, APM-241, APM-245, APM-246, APM-710, APM-715, APM-740
2. The CALL
3. Hiring Toolkit
4. APO Website
5. Consultation with AP Directors in colleges and staff in APO

Stages in a Normal Review

1. Candidate assembles efile, including a self statement discussing accomplishments.
2. Departmental colleagues review the file and write a departmental evaluation and recommendation.
3. Their opinion may have been influenced by extramural letters of evaluation if the candidate is up for promotion.
4. The Chair may add a separate letter, but routinely does not.
5. The file is evaluated by the Dean's Office. All actions require a vote and some actions require a letter with reasons.
6. The file is evaluated by the Senate Committee on Academic Personnel (CAP).

Stages in a Normal Review

7. The Vice Provost for Academic Personnel (VPAP) reviews the file and makes a recommendation to the Provost and Executive Vice Chancellor (PEVC)
8. The PEVC reviews the file.
 7. If a merit file, then the PEVC's decision is final.
 8. If a promotion, the PEVC makes a recommendation to the Chancellor who is final on promotion

Note: It can happen that a higher step advance is proposed at a later stage of the review process, beyond the department stage. When this happens, the file will be returned to the department for a vote on the proposed higher step advance.

Two Important Documents

1. Academic Personnel Manual – Section 210 (commonly referred to as APM-210)
2. The CALL

APM-210 is a UC system wide document, while The CALL is a local UCR document.

APM – 210

Appointment and Promotions

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

APM – 210

Teaching

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

APM – 210

Teaching

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

APM – 210

Research and Creative Work

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

APM – 210

Research and Creative Work

- Textbooks and similar publications normally are considered evidence of teaching ability or public service. However, contributions by faculty members to the professional literature or to the advancement of professional practice or professional education, including contributions to the advancement of equitable access and diversity in education, should be judged creative work when they present new ideas or original scholarly research.
- In evaluating artistic creativity, an attempt should be made to define the candidate's merit in the light of such criteria as originality, scope, richness, and depth of creative expression. It should be recognized that in music, drama, and dance, distinguished performance, including conducting and directing, is evidence of a candidate's creativity.

APM – 210

University and Public Service

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

The CALL

- UCR's implementation of APM-210
- Offers more specific guidance on review criterion and the steps involved in assembling a file, and the review process of the file.
- Each year The CALL is potentially updated to address new policy and or specific circumstances that need clarification.
- The AY20-21 CALL includes a front addendum entitled "ACADEMIC PERSONNEL AND COVID-19." This addendum provides guidance to address the impact the covid-19 pandemic will have on the personnel review process. While the AY20-21 addendum specifically applies to AY20-21 files, it may be updated in future years to reflect the evolving impact of the pandemic.

The CALL

The guidelines presented in the AY20-21 addendum are based on the following set of guiding principles:

- a. An overarching goal is to prevent faculty from becoming academic victims of the covid-19 pandemic.
- b. It would be better for our campus as a whole to overestimate the impact of the covid-19 pandemic on faculty productivity than to underestimate it.
- c. It is important to protect the pursuit of tenure by assistant professors from adverse impacts of covid-19 that are beyond their control, but it is also important to recognize that associate professors and full professors are also trying to reach important career path milestones.

The CALL

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

5th Year Appraisals

1. Typically, at the beginning of their 5th year an Assistant professor, will put together a file that will not result in either a merit or a promotion and is entirely to provide advice on progress towards tenure – this is called the “the 5th year appraisal”.
2. The outcomes of the appraisal could be:
 - positive – seems good progress towards a positive tenure decision
 - qualified positive – some areas good, but some deficient and in need of improvement
 - Negative – not on track – can still make tenure
3. VPAP is final on appraisals

Professor of Teaching

Professional and/or Scholarly Achievements

1. Plays the role of Research and Creative Work for Professor series.
2. Professional and/or scholarly activities may be related to the underlying discipline itself or to the pedagogy.
3. Such activities should provide evidence of achievement, leadership, and/or influence on the campus or beyond.
4. Certain administrative work (e.g., of learning centers and teaching programs) and community outreach work are also relevant, as would be presentations of seminars or lectures at other institutions or professional societies, or participation in scholarly activities designed to enhance scholarly expertise in relevant fields.
5. APM-210-3

Professor of Teaching

Professional and/or Scholarly Achievements

The following are broadly defined, non-exclusive examples of evidence of Professional and/or Scholarly Achievements that may be presented:

1. Documentation of the development of or contributions to original materials designed to improve learning outcomes, including evidence-based design and evaluation of educational curricula or pedagogy.
2. First, senior, or collaborative authorship of scholarly or professional
3. publication;
4. Accomplished performance, including conducting and directing;
5. Accomplished artistic or literary creation, including exhibits;
6. Accepted invitations to present seminars or lectures at other institutions or before professional societies.

Joint Appointments

1. Should have an MOU between the departments to protect the candidate.
2. Things to consider in the MOU include issues pertaining to administrative services, teaching, and space.
3. For purposes of the personnel review of joint appointees, one of the departments will be considered as the home department.
4. It is the responsibility of the Chair of the home department to arrange to have all information collected in a single file which can be reviewed by both departments.
5. Each department will independently evaluate the candidate and make a recommendation,

Review of Faculty Administrators

1. For appointments that have a less than 100% administrative role, such as Department Chairs, refer to APM-241, which stipulates that scholarly activity is expected to continue at a proportionate level that would allow for normal progression.
2. For 100% administrative appointments, such as some but not all Associate Deans, refer to APM-246, which stipulates that formal academic review procedures in APM-210 apply.

More Pertinent to Department Chairs

1. Scholarly activity is expected to continue at a proportionate level that would allow for normal progression (APM-241)
2. It is expected that Chairs will remain active in teaching and research, however, a chair that discharges duties as chair will have less time for that and it is appropriate to award merit for demonstrated excellence in service as chair when accompanied by evidence of continued productivity (APM-245)
3. Advancement beyond Step V of the Professor rank or to an above-scale salary are advancements of greater significance than promotion and merit increases up to Professor Step V and should require substantial justification beyond excellence of administrative service (APM-245)

Recommending Additional O/S

1. It may be appropriate to suggest an additional O/S when one of the three categories of review demonstrates exceptional achievement but the same level of accomplishment is not present in all three areas of review.
2. Alternatively, additional O/S may also be appropriate when all areas of review are substantially above expectations.
3. Candidate may discuss this possibility with their Chair if they feel their record warrants this distinction.
4. Departments should always discuss the possibility of proposing additional O/S. If it is recommended in the department letter, the supporting vote for it should be provided.
5. See The CALL pp. 27-28 for additional details.

Department Meeting

1. Plan ahead for maximal attendance
2. Must be face-to-face (zoom) meetings
3. Attendance is considered part of faculty member's service responsibility
4. Absentee voting, if necessary, must occur before the meeting.

Advice on Department Letters

1. The departmental letter should analyze the materials included in the file and describe the **significance and impact** of the teaching, research, and service contributions.
2. Research and other creative activity should be subjected to critical analysis, not merely enumerated, and should be considered in terms of the significance and quality of contribution that the work makes to the scholarly field
3. The department may utilize statistical information (e.g. journal rankings, impact factors, citation reports, etc.) to help evaluate the quality and impact of the candidate's scholarly activity.
4. Any recommendation for an additional O/S or acceleration in step must be explicitly and separately justified (and voted on).
5. An evaluation of the importance, variety, and commitment to service activities is very helpful
6. Refer to The CALL pp.39-40

Bylaw 55

1. Extension of voting rights
2. Participation in discussion without voting
3. Advisory voting
4. Don't forget to include Professor of Teaching

APM-025

1. Required annual reporting of conflict of commitment and outside activities.
2. Reporting through OATS
3. Merit file review depends on certifying completion of reporting.

APM-075

1. Procedures for termination based on incompetent performance
2. Initiated by the VPAR at the request of the Chair or Dean. Others parties, such as CAP or VPAP, can discuss with Chair/Dean the possibility of initiating procedure.
3. Requires significant participation by Department
4. Procedure takes a couple of years or so

Faculty Absences

1. In normal circumstances (absent of a pandemic) academic-year appointees are expected to be present on campus from beginning of fall quarter to end of spring quarter.
2. Any faculty member returning after the start of fall quarter, or leaving before the end of spring quarter, should apply for a leave of absence, using form UPAY 573
3. If a faculty member is to be gone for 7 calendar days or more, the UPAY 573 form is required to be filed so that chair is aware and so that the faculty member is covered by workers compensation.
4. If a faculty member is to be gone for 30 days or more during the academic year, a request with justification has to have prior approval from VPAP.

Hiring and O/S Salaries

1. Dean is final on O/S increment up to 25% of the base salary
2. Proposed O/S increments above that require approval by VPAP
3. Think carefully about size of O/S increments with respect to equity. Make sure you take into account the value of tenure if that is part of the offer, and take into account the relative costs of living.

Childbirth

1. For childbirth a birth mother is entitled to
 - One quarter of paid childbearing leave if childbirth during academic year, plus two quarters of Active Service Modified Duties (ASMD)
 - Or if childbirth is during the summer, three quarters of ASMD
2. The other parent is entitled to either:
 - 1 quarter of ASMD provided they declare they are responsible for at least 50% care of the child
 - 1 quarter of Paid Medical Leave (also called Parental Leave), provided that benefit has not been exhausted
3. See APM-715 (Leaves of Absence / FML) and APM-710 (Leaves of Absence / Sick Leave / Medical Leave)

Stop-The-Clock

1. Most frequently used for birth/adoption of a baby (both parents)
2. Also available for unusual circumstances such as severe illness, or substantial interference with research productivity (e.g., COVID-19)
3. Each pre-tenure faculty member is entitled to a maximum of two STCs (refer to APM-133), but under truly exceptional circumstances (e.g., COVID-19) and with support of Chancellor a petition can be made to UCOP for a third.
4. Candidate can also request a delay of 5th year appraisal on the same form.
5. See APM-133

Sabbaticals

1. Sabbaticals are a privilege and not a right. There must be a specific plan which gets approved by the Dean. An accomplishments report must be submitted and approved by the Dean following the Sabbatical period.
2. In-Residence sabbaticals cost less in terms of earned sabbatical credits in exchange for teaching or a course or doing a significant amount of extra service.
3. Takes 9 years to earn 27 sabbatical credits to earn one year of sabbatical at full salary. Maximum number of sabbatical credits that can be accrued is 30.
4. See APM-740

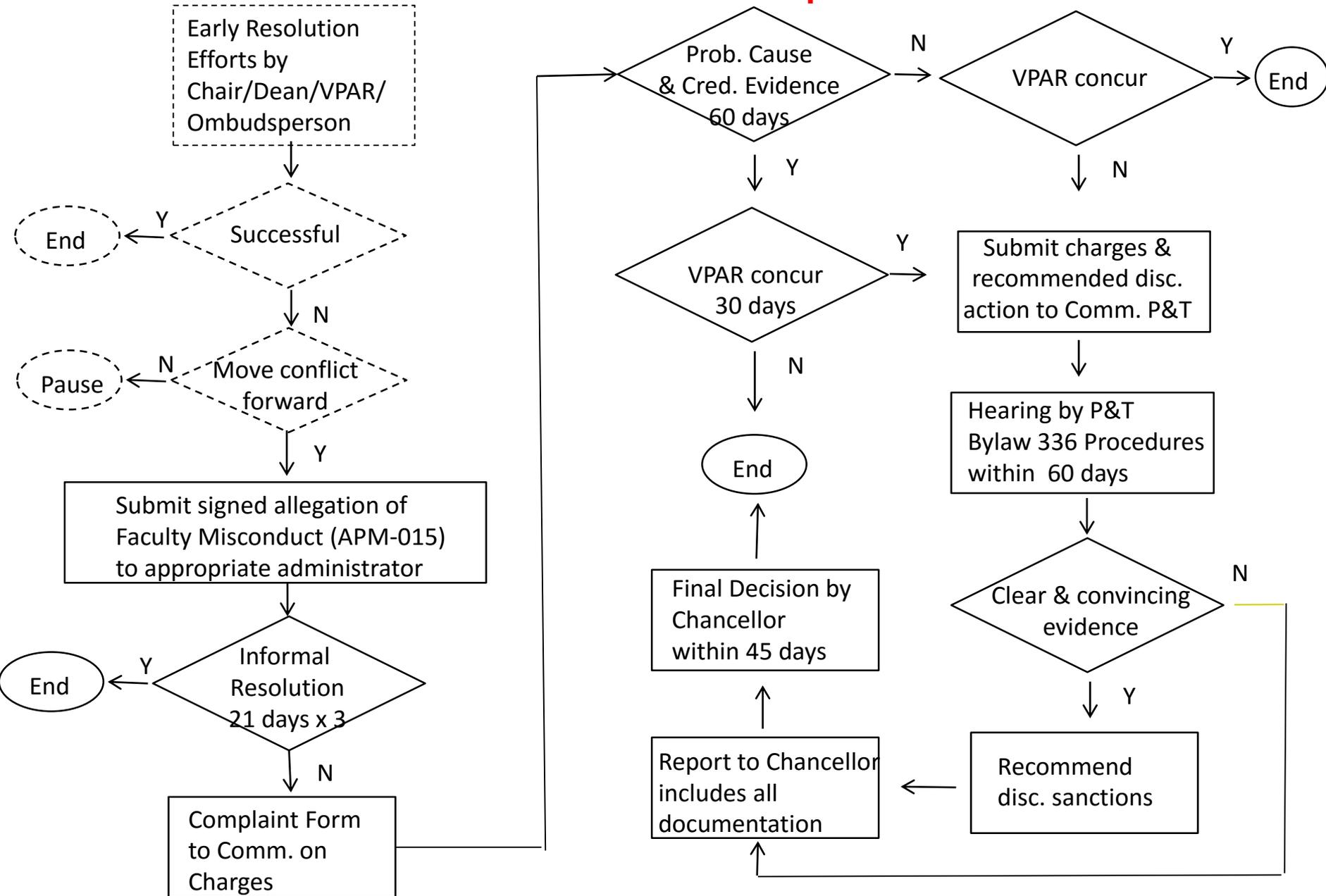
NSTP

1. Allows a faculty member in good standing to increase their salary up to 30% by use of non-state funds they secure from gifts, endowments, or grant funds.
2. Negotiation with chair on an annual basis.
3. Funds cannot be decrease their classroom teaching or the quality of their graduate student advising.
4. NSTP funds for salary increase are over and above any summer salary drawn from grants.
5. Salary increase goes away if/when the funds become unavailable.
6. Beneficial for retaining faculty.

Safety

1. Department chairs are accountable for establishing and maintaining a written injury and illness prevention plan (IIPP).
2. Designate a responsible person (Departmental Safety Coordinator) to partner with EH&S to implement the IIPP.
3. Consult with previous chair(s) and EH&S on the existing IIPP.
4. Hold periodic meetings to discuss safety related issues
5. Monitor environmental health and safety procedures
6. For more information refer to ehs.ucr.edu.

Rules of Procedure for Implementation of Polices on Faculty Conduct and the Administration of Discipline at UCR



Official Chair Responsibilities

1. Planning the programs of the department in teaching, research and other functions.
2. Maintain a climate that is hospitable to creativity, diversity, and innovation.
3. Be receptive to questions, complaints, and suggestions from faculty, staff and students.
4. Make teaching assignments and organize the schedule for times and places of classes.
5. Oversee the training and supervision of TAs
6. Prepare budget and administer financial affairs of the department.
7. Be responsible for departmental observance of proper health and safety regulations.
8. Report any failure of a faculty member or staff member to carry out their responsibilities and engage with appropriate disciplinary procedures.

Refer to APM-245 for more details.

Tips and Suggestions

1. Allow individuality but identify if/when it might be disruptive to the team.
2. Address disruptive behavior seeking help from Offices of Dean, Ombuds, DEI, Campus Counsel, and VPAR, as appropriate.
3. Know what your triggers are and keep them in check.
4. Keep a schedule and a to-do list as work piles up.
5. Reserve a time for responding to emails.
6. Face-to-face meetings can often diffuse situations better than email.

Tips and Suggestions

7. Record minutes for department meetings.
8. Think of ways to stay in touch with student alumni
9. Encourage faculty to be fully present on campus so that they are available for collaborative interactions and service activities, and to contribute to the general intellectual and social life of the campus.
10. Consultation with faculty on almost every issue you handle is important.
11. Form a department awards committee to look after the interests of faculty as they grow into their careers.
12. Discuss mentoring strategies with your department.

Tips and Suggestions

13. Take care of normal business, but also be a leader looking to further the academic profile of the department with innovative and/or synergistic programs and activities outside the department.
14. Embrace the dual role of representing the administration to the department and representing the department to the administration.
15. Have discussions about diversity and equity when discussing new appointments and when recruiting staff and students.
16. Familiarize yourself keepteaching.ucr.edu and help.ucr.edu.
17. Attend Chair 201s as much as possible.
18. There are many resources to read, but start with the Chair Handbook, APM-245, APM-15, APM-210, and The CALL.

Any Questions?



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