

A large, abstract sculpture of two curved, metallic bands forming a circle, set against a modern university building and a sunset sky. The sculpture is made of a dark, reflective material, possibly bronze or steel, and is positioned in the foreground. The building in the background is a multi-story structure with large glass windows and a flat roof. The sky is a mix of blue and orange, with scattered clouds. The overall scene is a campus landscape during the "blue hour" of sunset.

Chairs Workshop #4

Accelerations and off-cycle reviews

November 16, 2021

Agenda

Announcements

Discuss accelerations

Announcements

Last Chair Workshop for FALL 2021

CW #5: Faculty Leaves and Accommodations

December 8 NOON - Kelly Anders & Esmeralda Martinez from APO

Workshops for Spring 2022 (all online, all at NOON)

CW #6: January 18 Informal Chat - Provost Gregg Camfield

CW#7: February 16 Managing Undergraduate Education - VPDUE Sarah Frey

CW #8: TBD Assessing DEI contributions?

CW #9: TBD Retaining faculty or mentoring

No more Academic Review Reports - see VPAP email from yesterday



Accelerations

Many questions

What IS an acceleration?

How does it work?

When should they happen, if at all?

Who recommends them and how?

Why are they not “given” even when the department chair and dean support them?

What happens if an acceleration doesn't work out?

What does a chair need to know, before, during, and after review?

The aim → educate faculty but not set unreasonable expectations

APM 245

“The chair of a department of instruction and research is its leader and administrative head.”

<https://www.ucop.edu/academic-personnel-programs/ files/apm/apm-245.pdf>

As **leader** of the department, you are

1. in charge of planning teaching, research, and other functions [...] expected to keep the curriculum of the department under review, and you should maintain a climate that is hospitable to creativity, diversity, and innovation.
2. **responsible for** the recruitment, selection, and **evaluation of faculty... In consultation with colleagues, you recommend appointments, promotions, merit advances, and terminations [. . .] make sure that faculty members are aware of the criteria prescribed for appointment and advancement,** and you make appraisals and recommendations in accordance with the procedures and principles [...]
3. receptive to questions, complaints, and suggestions from members of the department

Academic Personnel Manual (APM) Policies and procedures pertaining to the employment relationship between academic appointees and the University of California.

Advice

Educate your faculty on AP processes and policies

Refer to the APM and the MAPP

Consult with your school staff

Seek advice from other, more experienced chairs or the Dean

Ask APO academicpersonnel@ucmerced.edu

Don't talk to current CAP members or Chair

Don't talk to EVC/Provost (busy with other demands)

FOR ANY REVIEW (accelerated or not)

Important to be very clear about what the review period is:

For a merit review → Two years or three?

What are the normal expectations for a given faculty member given the type of work they do?

Acceleration

Definition

From **APM 110-4(6)**

*... when an appointee advances to a rank or step **in advance of the normal period of time**. University policy establishes normal periods of time for each rank and step.*

Acceleration

Types

Acceleration in time “*going up early*”

EXAMPLE: Dr. X, Assoc. Prof. Step 2, wants a merit review **one year early**. The normal review period is two years for this rank and step. Dr. X’s review period would assess **one year** of contributions (NOT two).

Examples of Chair support:

Dr. X has an unusually strong record for **only one year**. Dr. X generated the number of articles typically seen in two years; successfully taught an extra, large undergraduate course; developed a new course; made extensive service contributions to the profession and campus; and excelled in DEI contributions. When Dr. X. talked to the Chair, the Chair going up early.

Dr. X has an average record (all aspects) in all areas, and talks to the Chair about going up early, who politely encourages Dr. X to wait another year.

Acceleration

Types

Acceleration in step “two-step merit increase”

EXAMPLE: Dr. Y, Assoc. Prof. Step 2 is pursuing a merit at normal time, a two-year review period. The department recommends a two-step advancement based on extraordinary achievement.

The dept typically recommends an acceleration in step

Canonical example of two-step acceleration advancement:

Dr. Y has extremely strong record, with outstanding quality and quantity in research output (double what would be expected in the review period, *Science* article, *Nature* article, NIH R01 as PI, NSF and DOE grants); excelled in teaching and mentoring (Senate teaching award, two graduate students went into tenure track positions, very strong teaching evals); made outstanding service contributions to the department; campus, and the profession (organized two workshops, served on a governing board, reviewed for NIH); and DEI contributions were very strong (two NSF grants for mentoring/supporting URM students).

Acceleration

Policy

From APM 210-1 c.4:

*If in assessing all obtainable evidence, the candidate fails to meet the criteria set forth in Section 210-1-d below, the committee should recommend accordingly. If, on the other hand, there is evidence of **unusual achievement** and exceptional promise of continued growth, the committee should not hesitate to endorse a recommendation for **accelerated advancement**.*

APM 220-17-c-2:

*The normal term of service as Associate Professor is six years, but there is no obligation on the part of the University to promote an Associate Professor to the rank of Professor solely on the basis of years of service at the lower rank. **Accelerated promotion is possible if achievement is exceptional.***

Acceleration

Other UC campuses

UCLA

The possibility of an acceleration ... “advancement in step in advance of eligibility or to a higher step than normal,” usually occurs after the candidate has produced some **extraordinary achievement, won some major award, received some outstanding recognition in her/his field, or been extraordinarily productive.**

Such an action **should not be proposed to correct a perceived inequity in rank or step**, such as when a faculty member is considered to be achieving above rank or has been inappropriately held back in the past, but has not had a recent exceptional achievement.

An **accelerated merit increase** should only come up **when the importance of recent recognitions or the exceptional rate of recent productivity** is deemed sufficient to request an interruption to the normal merit cycle.

Acceleration

Other UC campuses

UCI

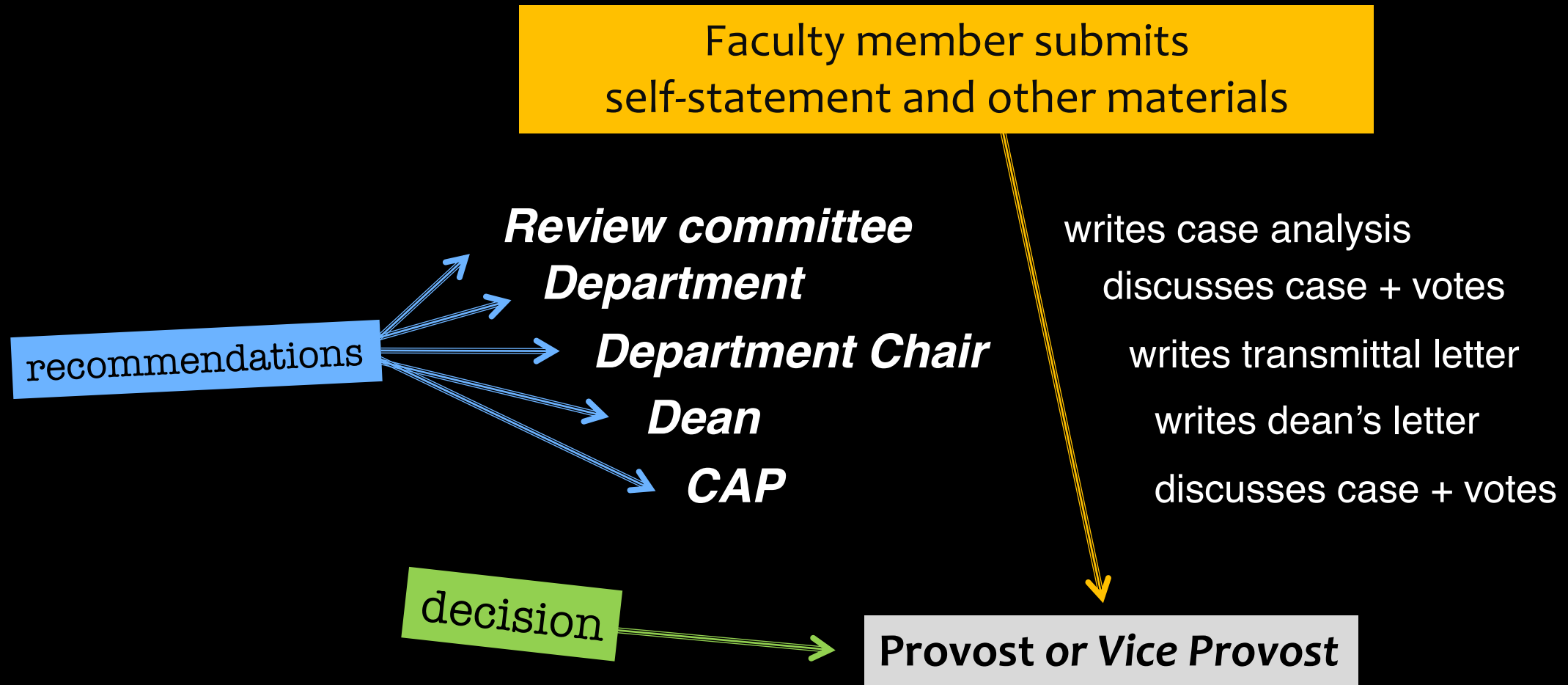
An accelerated merit increase occurs when an individual is awarded a merit increase after serving fewer years at a given step than is normal for that salary step, or when an entire step (or more) is skipped.

Accelerated merit increase ... requires “two buckets” of outstanding performance and no substandard third bucket. For traditional faculty, this means outstanding research/creative work plus one other category of exceptional performance (teaching and/or service); for Professors of Teaching, this requires outstanding teaching plus one other exceptional category of performance (research and/or service).

Accelerations at a more senior level ... require more evidence of exceptional performance than accelerations at a more junior level. Accelerations are an extraordinary request and, as such, require extraordinary justification.

Review process

Argument for acceleration must “hold up” at all levels



In seeking, supporting, or making recommendations for **accelerations**, there needs to be crystal clear, unambiguous strong evidence to support and justify this unusual action

ALL LEVELS OF REVIEW!

**“JUST
THE
FACTS”**





CAP closely examines contributions in the review period
And so do the VPAP and Provost

What if an acceleration is denied?

Advise faculty member to wait and try again later

Bear in mind: 'only' a one-step reflects excellent work

If it is obvious there were procedural errors in the review process (not objective, not thorough), an appeal could be in order

Thank you