



**DEPARTMENT CHAIRS  
LUNCH  
PRESENTATION  
OCTOBER 29, 2019**

## WHAT PROFESSORIAL RANK HAS THE MOST DISSATISFACTION AMONG FACULTY?

- **A nationwide study of 13,510 faculty members from 65 four-year institutions showed that Associate Professors are the least happy.**
- **Dissatisfaction included:**
  - **Support for interdisciplinary work**
  - **Mentoring**
  - **Getting release from teaching for other tasks**
  - **Obtaining support to present work at conferences**
  - **Having time for research**

KIERNAN MATHEWS  
DIRECTOR OF COACHE  
HARVARD SCHOOL OF EDUCATION

“Suddenly, they’re teaching more, they’re serving on more committees, they’re even serving as department chairs – yet the criteria for promotion to full professor have nothing to do with these activities. Many of them are like the newly tenured professor whom I recently witnessed, while setting up his laptop for a presentation, that his e-mail client showed over 3,000 unread e-mails. He is highly regarded in his field, employed at an Ivy League institution, well-liked by students – yet completely overwhelmed and alone.”

## **Associate Professors**

- Do not overburden them with service – let their increase be gradual until promotion
- Be mindful of work-life balance because they often have young families
  - Department meetings before and after primary or secondary school hours can be very challenging. Find out what works for your faculty before scheduling meetings, and support those with responsibility for young children, elders, etc.
- Provide them with mentoring, which can include a mentoring committee
- Encourage use of department or college/school funds to allow for childcare accommodations when travelling on university business
- Understand our family leave policies and reduced teaching expectations when faculty have new children through birth, adoption, or foster care

# Work-life Resources

(<https://academicaffairs.ucdavis.edu/work-life>)

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## Academic Affairs

PEOPLE > RESOURCES > POLICIES > PROGRAMS > TOOLS > WORKSHOPS > HONORS > DIVERSITY >

Quick Links



### Doing It All When Your Children Are Small: A Support Group for Faculty Parents of Babies and Toddlers

#### Meet the Group Convenor: Diane Wolf



Diane Wolf is a professor of Sociology at UC Davis who focuses on Family Sociology. She has been a Faculty Work-Life Advisor for over ten years and enjoys mentoring junior faculty through the process of parental leave and well beyond it. She is a certified post-partum doula and would like to work with faculty parents at any stage of their career as a kind of "academic doula" to help ease the way forward.

#### Doing It All When Your Children Are Small: A Support Group for Faculty Parents of Babies and Toddlers

Attention, new and recent faculty parents! Are you feeling overwhelmed by the demands of new parenthood? Do you sometimes feel as though you'll never sleep again, let alone have a clear intellectual thought? Does publishing seem like a pipe dream? If so, please join us for a drop-in support group for faculty parents of babies and toddlers. Come meet and connect with others as we share ideas and strategies for engaging in research and writing while parenting a very young child or children. Please come take part in this new pilot project!

Meetings will be held on **Tuesdays from 10:00 am-12:00 pm** at either the **Student Community Center, Meeting Room A (SCC)** or the **Center for Mind and Brain, 267 Cousteau (CMB)**. No registration is needed, and you're welcome to attend meetings in either or both locations as your schedule permits. Please see the schedule and location of each session listed below.

Parents of all genders are welcome, as are their babies.

#### Schedule and Location

- October 8, 2019 (SCC)
- October 22, 2019 (CMB)
- November 5, 2019 (SCC)
- November 19, 2019 (CMB)
- December 3, 2019 (SCC)
- January 14, 2020 (SCC)
- January 28, 2020 (CMB)
- February 11, 2020 (SCC)
- February 25, 2020 (CMB)
- March 10, 2020 (SCC)
- April 14, 2020 (SCC)
- April 28, 2020 (CMB)
- May 12, 2020 (SCC)
- May 26, 2020 (CMB)
- June 2, 2020 (SCC)
- June 23, 2020 (CMB)



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One of a kind, like you

## UC DAVIS WorkLife

A family-friendly program to enhance careers in our academic community

Resources and policies for faculty  
UC Davis Academic Affairs



UC DAVIS  
UNIVERSITY OF CALIFORNIA

QUESTIONS?

# The Chair's Roles In The Academic Personnel Process

- Liaison between faculty member & Dean
- Proactive *mentor and advocate* in career advancement of faculty
  - Meets at least annually with each faculty member (and potentially more frequently with junior faculty)
  - Can be an agent for change in making personnel processes fairer and more efficient under Step Plus
  - Ensures that department and university policies are followed in all personnel actions

## Advancement Policies and Practices: Resources

- **UC APM 210** describes the criteria reviewing bodies use in the merit and promotion processes
- **UC APM 220** describes system-wide policy for merits and promotions in the Professor series
- **UC APM 285** describes system-wide policy for Lecturer SOE series
- **APM UCD 220** describes campus implementation of APM 220 plus our procedures, checklists, and sample letters

# Annual call: Reviewing a Few Highlights

- Recruitments:
  - Junior Specialists must be recruited through UC Recruit and appointed through MyInfoVault (MIV).
- Merit/ Promotion Process
  - The campus is transitioning to firm deadlines for dossier submission. Once fully implemented, *non-redelegated actions not submitted by the deadline or not granted by prior approval an extension* will be subject to Administrative Deferral.
  - The deadline for inclusion of dossier materials has changed from December 31<sup>st</sup> to September 30 – this is a hard deadline.
  - Candidates requesting early promotion (prior to waiting normative time at the current step) are considered only for 1.0-step advancement, rather than full Step Plus consideration.

# Annual call: Previewing a Few Highlights for 2018-2019

- **Service:**
  - Use actual dates – do not use words (e.g., “current”)
  - Not necessary to list each year separately – can use begin and end years for each service activity
  - Provide websites to editorial board memberships
  - Clean-up MIV: membership itself in graduate groups/programs and professional societies is not service
  - Dossier should only show service for period of review unless evaluated for promotion or barrier step merits
  - Include peer evaluation of teaching for promotions

# First dossier Review by Candidate

- Before department faculty review, candidate must fact-check and proofread dossier, *including redacted extramural letters*
- Chair can also correct factual errors
- Candidate may write a **rebuttal letter** to voting faculty about issues raised in redacted letters
  - Candidate has 10 calendar-days to do so
  - This can cause delays, so pre-screen letters for potential concerns

# Leading the dossier review

- **“Deep expertise” is mostly at the department level, so make the department’s opinion count**
- **An obviously informed vote and a balanced, analytical department letter lends more weight to the department’s view for subsequent reviewers**
- **Thoughtful ballot comments can provide rare glimpses into the quality of the candidate’s service and mentoring**
  - “\_\_\_ is an exceptional teacher who has impacted 1000s of undergraduates in [their] large lecture \_\_\_ class. Additionally, [they] has mentored dozens of graduate students and postdocs who have gone on to successful careers in science.”
  - “\_\_\_ is simply a dream colleague and model citizen on campus. [Their] record of service is nothing short of exemplary. [Their] dedication to mentoring from the undergraduate level to starting faculty is unmatched. \_\_\_ is a role model for us all and more than deserves a two-step advancement in my opinion.”
  - “Service record is truly unbelievable - \_\_\_ has had a lasting and important impact on our university and the scientific community as a whole.”

## Leading the dossier review

- The department letter can be supportive, but should not over-advocate for the candidate. The department letter should *not* contain the Chair's individual recommendation, but should rather reflect the department's overall recommendation.
- The Chair has the opportunity to provide a separate "Confidential Chair's Letter" that does reflect personal opinion. Note that "Confidential" is a misnomer, as the letter will be provided in redacted form to the candidate at the conclusion of the advancement process.
- ALL elements of performance count significantly in Step Plus review, so accuracy of all information is important. This has particularly been an issue about journal reviews, editorial board memberships, and understanding the prestige of awards or prizes that are not well known.

# Evaluation of scholarly and creative work for Promotion

**Scholarly independence** is no longer a key criterion for Senate faculty, given that many research areas are highly collaborative

Evidence for **intellectual/conceptual leadership, uniqueness, and creativity** should be stressed for the Professor series

- Candidate: care should be taken in describing Contributions to Jointly Authored Works
- Reviewers: leadership should not be assumed just from authorship position.

Candidate and department letter should *describe* how contributions originated or changed the course of the project.

# Evaluation of scholarly and creative work for Promotion

## Examples:

“Although \_\_\_\_ is not the first author on the majority of these papers, \_\_\_\_ played key roles in the conceptualization, hypothesis generation as well as implementation of new approaches, not to mention providing solid statistical analyses. \_\_\_\_ collaboration with researchers from various disciplines provides solid evidence that \_\_\_\_ is truly a team scientist, bridging the gap between [discipline] and [discipline] communities.”

“my opinion is that the output of the Department of \_\_\_\_ would be far smaller, and its quality appreciably lower, if not for the contributions of Dr. \_\_\_\_, and I cannot think of stronger evidence of the significance of his work to the ongoing success of the department or its clinical members than that.

**Candidate and department letter should *describe* how contributions originated or changed the course of the project.**

# Evaluation of teaching and mentoring for Promotion

**Voters should be made aware of limitations and biases associated with student evaluation scores and comments**

- **Women and faculty of color may be downgraded**
- **Students may (initially) dislike innovative, student-centered teaching methods**

**Peer reviewers of teaching should do more than attend one class – encourage reviewing of exams, homework assignments, syllabus, class website, etc.**

**Efforts by the candidate to improve teaching (e.g. by consulting with the CEE) should be viewed favorably by reviewers**

**The candidate should provide career information in MIV on graduate students who finished their degrees in the review period**

**Faculty peers may have important information on graduate mentorship**

## **The department should consider the candidate's contributions to diversity**

- **Step Plus gives the campus a clear way to reward significant contributions to diversity and equal opportunity as they impact**
  - **teaching**
  - **service**
  - **research**
- **Discuss these contributions in faculty meetings**
- **Consider use of department rubrics – examples available in Box – can be provided with access by deans offices**
- **Mention key contributions in the department letter**
- **SEE: APM 210-1-d**

# Departmental vote

- **Before your first action of the 2019-20 merit cycle:**
  - Evaluate your Step Plus voting process and ballot
  - Review your current voting procedures and Senate Bylaw 55
    - SOE-series Senate faculty
    - Consider the role that more junior faculty can play in the process – many do not fully understand the benchmarks ahead of them
- Votes are totally confidential; do not report by rank!
- **Negative votes *must* indicate reasons on ballot**
- **Under Step Plus, positive comments are also extremely important, so encourage your faculty to provide them**

## ADVANCEMENT UNDER STEP PLUS: WHO DECIDES WHAT?

- It is the candidate's right to pursue advancement, even if the department vote is negative. However, at the urging of the Senate, **the candidate's preference no longer determines delegation of authority for a merit action**
- Candidates can *only* choose the following:
  1. Whether to defer or seek advancement. If seeking advancement, all options must be considered by the department (including promotion)
  2. To accelerate in time for a 1.0 step promotion, or wait for a promotion under Step Plus (potentially > 1.0 step)
- Candidates don't decide what actions can be considered ...
- All actions should be voted on for 1.0, 1.5, 2.0 steps, or no advancement.

## Under Step Plus, delegation can change!

- The MIV dossier default proposed action is 1.0-step advancement
- If any of the reviewing bodies\* recommends an action (e.g., 2.0 steps, crossing a barrier step, promotion) that is non-redelegated, the action becomes non-redelegated
  - \*home department, joint department, FPC, or dean
- “Proposed action” will be updated through MIV to reflect the highest advancement recommended by any reviewing body
- If a proposed action is within 2.0 steps of a promotion or barrier step, make the maximum review period accessible in MIV so it is visible in the dossier.
- Letters are not required until action becomes non-redelegated, then once letters are obtained voting starts over.

## RATING PERFORMANCE UNDER STEP PLUS


In Step Plus, additional half-steps are awarded for truly **outstanding** performance in research, teaching or service.

But what is meant by “**outstanding**” performance?... Briefly, contributions well beyond expectations for regular advancement

A 3-point rating system is a **suboptimal** match **and not recommended**:

Below expectations	Meets expectations	Exceeds expectation
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A 5-point rating system can be an even better match for

Does not meet expectations	Somewhat below expectations	Meets expectations	Somewhat exceeds expectations	Greatly exceeds expectations	
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## RATING PERFORMANCE UNDER STEP PLUS: EXAMPLE

	Does not meet expectations	Somewhat less than expectations	Meets expectations for a 1.0 step merit	Outstanding and exceeds expectations	Exceptional and significantly exceeds expectations
Research	0	0	4	9	3
Teaching	0	0	6	8	2
Service	0	0	0	3	13

# EXAMPLES OF CLEAR BALLOTS/REPORTING

## A.

Vote	Check box
Support 1.0 (normal advancement)	
Support 1.5 step	
Support 2.0 step	
Do not support advancement	
Abstain	

## B.

Unit	Voting action				
	Do not support	1.0 step	1.5 steps	2.0 steps	Abstain
Division/section					
Department					
Total					

# EXAMPLES OF CLEAR BALLOTS/REPORTING

Vote	No.
Support 1.0 (normal advancement)	5
Support 1.5 step	6
Support 2.0 step	3
Do not support advancement	0
Abstain	0
Ineligible to vote (review/comment extended)	5
Ineligible (reviewer at different level)	2

## EXAMPLES OF CLEAR BALLOTS/REPORTING

Unit	Voting action				
	Do not support	1.0	1.5	2.0	Abstain
Division/ section	0	14	8	3	2
Department	1	6	4	1	3
Total	1	20	12	4	5

## EXAMPLE OF AN **UNCLEAR** BALLOT/REPORTING

Query	Voting options	No.
(1) Do you support the proposed 1-step action?	Yes No Abstain	24 0 1
(2) Would you support any of the following actions?	Professor, Step 6.5 Professor, Step 7.0 Do not support either Abstain	5 14 4 2

# REPORTING THE STEP PLUS DEPARTMENT VOTE

Each faculty member casts one vote for the most appropriate advancement option (explain in department letter!)

no	1.0	1.5	2.0
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e.g. #            0            12            7            1            N = 20 voters

Make sure to provide the total number of those voting!

The Department recommendation is the highest option that receives  $\geq 50\%$  of the total votes cast (excluding abstentions). A vote for a higher step that does not become the department recommendation is automatically counted towards the next highest step until  $\geq 50\%$  of the total votes cast are reached.

EXAMPLES OF HOW TO COUNT DEPARTMENT VOTES: CONSIDER A  
DEPARTMENT WITH 30 VOTERS  
(ABSTENTIONS AND INELIGIBLES DON'T COUNT!)

No advancement	1.0 step	1.5 steps	2.0 steps	Total votes	Dept. recommendation
0	7	8	15	30	2.0
0	7	9	14	30	1.5
0	15	15	0	30	1.5
0	16	14	0	30	1.0
0	15	2	13	30	1.5
0	16	0	14	30	1.0
15	15	0	0	30	1.0
16	14	0	0	30	No advancement

## Department letter

- 2 pages maximum for merits
- Up to 5 pages for promotions, merits to barrier step
  - Appended comments from department voters do not count towards the page limit
- Again, reflects department view (not Chair's view)
- Don't duplicate Candidate's Statement
- Discuss *impact* of scholarly activities, innovative teaching, outreach, contributions to diversity & any extenuating circumstances. Be analytic, not recitative.
- Include language for Work-Life (WL) Program participation if appropriate (see Academic Affairs website).

QUESTIONS?

## **Barrier Steps under Step Plus (2019)**

- What are barrier steps?
  - Professor, Step 6 and Professor with salary above-scale (“above-scale rank”)
- APM 220: “Advancement to Step VI usually will not occur after less than three years of service at Step V.” – so no accelerations in time
- APM 220: “Except in rare and compelling cases, advancement will not occur after less than four years at Step IX.” – so no accelerations in time
- This is where Step Plus is on a collision course with the APM

## **Barrier Steps under Step Plus (2019)**

<https://academicaffairs.ucdavis.edu/guide-step-plus-promotions>

### **How to apply Step Plus criteria in the context of promotions and merit advancements to Professor Step 6.0 or Professor Above Scale**

*When evaluating a candidate for promotion, or advancement to or through a barrier step, Step Plus guidelines should be applied to the entire period of review. Advancements beyond a normal 1.0-step merit should be recommended when achievements during the period of review have not been recognized, or have been insufficiently recognized, by advancements during previous merit evaluations.*

*Please note that this standard applies to promotion actions and barrier step advancements in other academic series currently on the Step Plus system, as well.*

**“Implementation:  
To be consistent,  
Step Plus  
guidelines should  
be applied to the  
entire period of  
review for all  
promotions or  
advancements to  
or through a  
barrier step.”**

## WRITING EFFECTIVE DEPARTMENT LETTERS FOR STEP PLUS ACTIONS

- If >1.0 step advancement is being recommended by the majority of the department:
  - *Clearly identify which areas of performance are outstanding (e.g., scholarly activity, teaching/mentoring, service) – be sure the department has a mechanism for identifying these (e.g., five-point scale shown earlier)*
  - Explain ways in which performance *greatly exceeds* expectations for regular advancement
- Report the full vote and all the rating scores (if these were done).
- Address potential weaknesses in the record, as well as strengths.
- Do *not* reveal names of extramural letter writers (or describe them by name or institution in the letter)
- Appended ballot comments:
  - “NO” voters must provide explanation
  - Encourage comments on positive ballots, as well

# Appeals

- If a candidate disagrees with the advancement outcome, they have 30 calendar days to appeal
  - The department does not vote on an appeal, but the chair and dean usually provide a recommendation
- Appeals occur when the candidate provides explanatory/clarifying information pertinent to the original dossier
  - No additional scholarly activities, awards, teaching evaluations, etc. may be provided
  - Procedural errors / oversights may be addressed
  - Incorrect application of standards may be addressed
- Basic concept: CAP - Appellate does not review a dossier that differs substantively from the dossier that CAP - Oversight reviewed.
- Final decision on appeal is based on the delegation of authority

## POSTPONEMENT

- Pre-tenure
  - Allows postponing a merit and extending the tenure clock for no more than two additional years (one year per birth/adoption event).
- Post-tenure
  - Faculty in the affected titles may apply for postponement\* of post-tenure merits and promotions to accommodate childbearing, adoption or placement, without prejudice or penalty. The length of postponement may not exceed one year per event for a total of two years.

*\*The postponement option allows for a non-prejudicial review, no penalty for the time allowed. A postponed action entails that upon the next eligible advancement, the academic record will be considered in standard time rather than decelerated.*

## Five-year review

- All faculty are required to be reviewed at least once every five years
- Department letter reviews activities in teaching, research, service and contributions to diversity.
- Department vote may be optional. Voting options:
  - NAPS– “No advancement, performance satisfactory”
  - NAPU– “No advancement, performance unsatisfactory”
  - “Recommend Advancement”
- CAP can recommend advancement, which will require a full review, starting with a new department vote.
- Unsatisfactory performance requires a plan for progress.
- Continued under-performance (e.g., two consecutive NAPU reviews) should lead to a shift in duties (e.g. additional teaching) or title, and can lead to a termination process (APM 075).

# Deferral

- Is required whenever a candidate who is eligible for advancement chooses not to go up, except for those at Professor 5 and above
- Deferral requests are due at the same time that the corresponding merit or promotion action is due
- After deferral, candidate is eligible to go up the next year
- If a deferral is denied, the candidate may be required to undergo full non-redelegated review the next year (see Advisory AA2016-07)
- Third-year deferrals go to CAP

# **Rules for deferral are complex!**

## **Refer to the Delegations of Authority and Checklists**

- **After a positive advancement or satisfactory five-year review:**
  - **Dean approves 1<sup>st</sup> & 2<sup>nd</sup> year deferrals (FPC review is optional)**
  - **FPC reviews and Dean approves 3<sup>rd</sup> & 4<sup>th</sup> year deferrals, including Plan(s) for Progress**
- **After a denied advancement or unsatisfactory five-year review:**
  - **FPC reviews and Dean approves 1<sup>st</sup> & 2<sup>nd</sup> year deferrals, including a current Plan for Progress**
  - **CAP reviews and VP-AA approves 3<sup>rd</sup> & 4<sup>th</sup> year deferrals, including Plan(s) for Progress**

# Extramural letters: promotions, barrier-step merits

- Which referees are NOT arm's-length?
  - Former mentors, mentees; collaborators; close friends or professional associates; relatives
  - Encourage referees to describe their relationship to / knowledge of the candidate below the signature block
- Developing lists of extramural referees
  - Ask candidate to generate a list of colleagues/experts who can evaluate the work (this list may include arm's-length referees)
  - Chair generates *a completely independent* department list of *arm's-length referees only*
  - *Any referee on both lists can legitimately be "claimed" for the department list*
- The Chair identifies each extramural letter as "arm's-length" or "not arm's-length" and as being from department's or candidate's list

# COMMUNICATION WITH EXTRAMURAL REFEREES

- Contact potential reviewers early (early-mid Spring)
  - at least half should be from the department list
  - at least half should be arm's-length
- Provide reviewers a time frame for response & information about campus work-life policies
- Send CV, draft of candidate's statement, publications; book chapters or manuscript (only if book is very near acceptance)
  - Send publications *only from the period under review*
  - For merits to Above Scale, even though the whole career provides context, encourage referees to discuss recent work
  - Keep sending reminders, as needed!!!!

NOTE: Solicit intramural letters from Graduate Studies Dean (if candidate is a grad group chair), Center Directors, Clinic Directors, peer reviewers of teaching (for promotion, and for all LSOE-series advancements)

## LETTERS FOR MERIT TO PROFESSOR, STEP 6 ARE NOT REQUIRED: *WHAT ARE THE IMPLICATIONS?*

- Merit to P6 requires evidence of national impact and recognition. APM 220-18b (4) describes merit advancement to P6 as follows: *“evidence of sustained and continuing excellence in each of the following three categories: (1) scholarship and creative achievement, (2) University teaching, and (3) service. Above and beyond that, great academic distinction, recognized nationally, will be required in scholarly or creative achievement or teaching.”*
- **Without letters from national authorities, such impact may be harder to demonstrate**
- Our Step Plus process is placing more emphasis on documentation of :
  - Scholarly impact of publications (citations, etc.)
  - Invitations to speak/exhibit/perform, especially plenary addresses
  - National/international service based on scholarly/creative work

QUESTIONS?

## THE CANDIDATE'S STATEMENT

- 1-5 pages (somewhat longer statements may be appropriate for Professor, Step 6 and Above Scale)
- Should present candidate's perspective in all areas under review *in language accessible to non-specialists*
  - Consider CAP to be like a grant review panel. Typically there is only one representative from your college/school on CAP.
- Should include impact of work, stressing intellectual leadership, creativity and uniqueness of work, and identifying technical contributions
- Should focus on the period under review
- Should not be a recitation of what is in the dossier!

# Contributions to diversity as criteria for advancement

## UC APM 210-1-d:

The University of California is committed to excellence and equity in every facet of its mission. **Teaching, research, professional and public service contributions that promote diversity and equal opportunity are to be encouraged and given recognition in the evaluation of the candidate's qualifications.** These contributions to diversity and equal opportunity can take a variety of forms including efforts to advance equitable access to education, public service that addresses the needs of California's diverse population, or research in a scholar's area of expertise that highlights inequalities. Mentoring and advising of students or new faculty members are to be encouraged and given recognition in the teaching or service categories of academic personnel actions.

➔ **Strongly encourage candidates to include separate statements in MIV on their contributions to diversity in teaching, service, and/or research in MIV.**



## Faculty Equity and Inclusion

### Resources:

[Why Does UC Davis Seek Statements of Contributions to Diversity From Applicants?](#)

[Guidelines for Writing a Statements of Contributions to Diversity](#)

[Advertising Suggestions](#)

[How and Why We Built a Majority-Minority Faculty by Kevin R. Johnson, Dean, UC Davis School of Law](#)

> ADVANCE

> Advancing Faculty Diversity Hiring Grant

> Faculty Equity and Inclusion

Guidelines for Writing a Statements of Contributions to Diversity

Why Does UC Davis Seek Diversity

## Department letter (continued)

- Department letter should not be presented to voters in “final form” prior to the department vote
  - Each voter should review the MIV dossier
  - Discussion and/or ballot comments should be used to finalize the letter
- Don't include comments about off-scales or retentions (salary should not be discussed as part of the department evaluation)
- CAP and I strongly recommend appending all written faculty comments to the department letter; however the chair may have to exercise discretion when inappropriate information is included in a comment.

## Finalizing the department letter

- Voting faculty have an opportunity to review the draft letter, including faculty votes, and suggest changes to Chair
- Next, the letter, including votes and appended comments, is shared with the candidate
- Letter content is not negotiable, but candidate can ask that inaccuracies be corrected
- If candidate disagrees with statements in the final version of department letter, he/she may write a rejoinder letter to Dean or VP-AA (by-passing Chair); has 10 calendar-days to do so
- **Final step: Candidate signs disclosure statement verifying that packet is complete and factually accurate**

## Chair's confidential letter (optional)

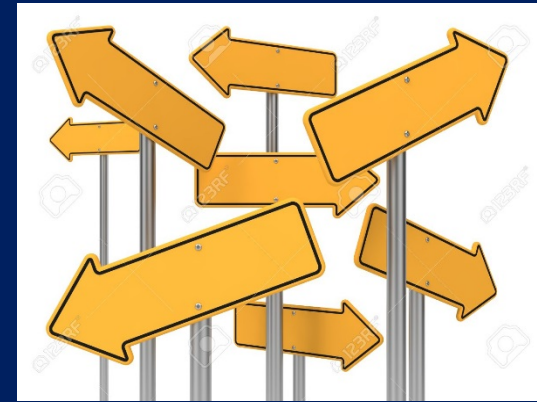
- A Chair's confidential letter may reflect the Chair's personal perspective, as opposed to the departmental letter that reflects the faculty's perspective.
- Letter is confidential from department faculty
- Letter is confidential from candidate until after the action is completed
- Candidate will be provided a redacted copy after administrative decision (i.e., before an appeal)
- Letter still remains confidential with respect to department faculty
- Collegiality is a legitimate factor for evaluation to the extent that it demonstrably affects research, teaching or service

## What happens to the dossier next? Redelegated vs. non-redelegated merits

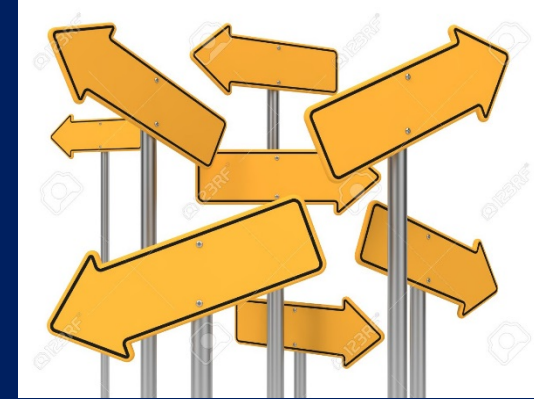
- If **redelegated**, your Dean or Associate Dean makes the final decision (advised by the FPC)
  - Step Plus, 1.0- and 1.5-step merits, except those to or beyond a barrier step (Professor 6 and Professor Above Scale)
- If **not redelegated**, the Vice Provost – Academic Affairs makes final decision (*except* for tenure decisions), advised by CAP
  - Provost approves tenure, Chancellor denies tenure
  - Promotions, merit to Professor 6, merit to Professor Above Scale, merit to Further Above Scale
  - Recommended Step Plus advancements of  $\geq 2.0$  steps
  - Merit actions for faculty members who have not advanced for ~6 years or more

## Pathway for redelegated actions

- Dossier goes from department to Dean's Office
- Dean's Office to Faculty Personnel Committee (FPC – a subcommittee of CAP – Oversight Committee)
  - **This step is optional for 1<sup>st</sup> merit after appointment or promotion (except at Above Scale)**
- From FPC to Dean for final action
- Appeals go to CAP - Appellate subcommittee, and back to Dean for final action



## Pathway for non-redelegated actions



- Department to Dean's Office
- Dean makes recommendation to VP-AA
- Vice Provost sends to CAP – Oversight sub-committee (which may (rarely) recommend *ad hoc* review)
- CAP sends recommendations to Vice Provost for final action (except for tenure)
- If a tenure case, Chancellor/Provost decide after consultation with VP-AA
- Appeals go to CAP – Appellate subcommittee; then to Vice Provost for final decision/recommendation (tenure cases go to the Chancellor/Provost)

THE END ...

