

# News from Academic Personnel

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Dear UCLA Faculty,

We are pleased to present the inaugural issue of our periodic newsletter, "News from Academic Personnel." This is a joint effort by the Council on Academic Personnel (CAP) and the Academic Personnel Office (APO). We hope to publish two issues per year.

In embarking on this venture, we have several goals in mind: to provide faculty with background on key issues surrounding academic advancement; to alert faculty about recent developments and upcoming events; and, more generally, to "demystify" the academic personnel process. While some of the selected topics in this and subsequent issues may not be of interest to every faculty member, over time we hope to deal with many key concerns of faculty.

We welcome your reaction as well as any input you may wish to give for the content of future issues. Please feel free to email comments to: [APONewsletter@conet.ucla.edu](mailto:APONewsletter@conet.ucla.edu)

Sincerely,



Howard A. Reber  
Chair, Council on Academic Personnel



Tom Rice  
Vice Chancellor, Academic Personnel

## Upcoming Events

(see page 3 for details)

4/19	Preparing for Academic Personnel Review: Assistant Professors' Networking Luncheon
5/22	New Department Chairs Orientation
5/30	Search Committee Training - 3 Sessions

## Interdisciplinary Research

There has been much interest in interdisciplinary work lately at UCLA. In fact, a joint faculty-administration retreat at the Arrowhead Conference Center last year was devoted entirely to this topic. But UCLA has a long tradition of commitment to, and support of, interdisciplinary work, so what's new in that respect?

One answer is that the range of interdisciplinary activity at UCLA has been codified and made explicit in a new Appendix to The UCLA CALL that is available to the faculty at ...

<http://www.apo.ucla.edu/call/append37.htm>  
Appendix 37 was recently developed by the office of the Vice Chancellor for Academic Personnel, reviewed by the Council on Academic Personnel, and approved by the Academic Senate.

The appendix statement makes it clear that interdisciplinary features are fully embedded in the academic review process—e.g., in the varied membership of the Council on Academic Personnel, in the constitution of ad hoc review committees, and in a wide range of formally established units, on both

(Continued on page 2)

## Did You Know ?

- ◆ *The Academic Personnel Manual* provides the policies and procedures governing the employment of academic employees at the University of California at <http://www.ucop.edu/acadadv/acadpers/apm/>. The way in which these policies and procedures are manifested at the UCLA campus is provided in **The UCLA CALL** at <http://www.apo.ucla.edu/call/>. Faculty should familiarize themselves with the section of The UCLA CALL related to their own academic series, particularly when they are considering academic advancement, as well as any of the many appendices that govern various academic policies at UCLA.
- ◆ As part of the University's system of shared governance, faculty are represented on issues pertaining to academic personnel at the "system" level through the **University Committee on Academic Personnel (UCAP)** at <http://www.universityofcalifornia.edu/senate/committees/ucap/>. UCAP considers, and can make recommendations, on such things as appointments, promotions, salary scales, and related issues of interest to University faculty. It also can review policies of the various campus Councils on Academic Personnel.
- ◆ **Assistant Professors** with substantial young-child care responsibility should notify APO about "**Time Off the Clock**" to extend the period before which they are evaluated for Associate Professor. Typically, faculty receive one extra year, up to a maximum of two, for each newly born infant, or newly adopted child under age five for whom they have substantial responsibility for care. Notification must be made within two years of the birth or adoption. See <http://www.apo.ucla.edu/call/append14.htm> Section VII. An Extension of 8-Year Limit Form needs to be completed by the faculty member and can be found at <http://www.apo.ucla.edu/forms.asp>

## Interdisciplinary Research

*Interdisciplinary Research (Continued from page 1)*

the north and south campus, that are reflective of the interdisciplinary interests of the faculty in both teaching and research. Illustrative of the scope of such interdisciplinary campus agencies are: the Brain Research Institute, the International Institute, the UCLA Center on Aging, the Jonsson Comprehensive Cancer Center, the Center for Society and Genetics, the Institute of Geophysics and Planetary Physics, and the Institute of the Environment. The list of such agencies on campus is quite extensive, among the most recent of such interdisciplinary units being the California Nanosystems Institute, which brings together researchers with broad interests in engineering, physics, medicine, and the biological sciences.

Another answer to the question, "What's new?", lies in the fact that the new appendix makes it clear that departments are enjoined to pay close attention to the interdisciplinary features of work by candidates for advancement and promotion. Whether these activities are formally recognized (e.g., through joint appointments, which are themselves

encouraged) or are in the nature of informal collaborations, these interdisciplinary activities are not to be treated as diversions from departmental duties but as integral features of the candidates' contributions. The essential question always under review is the quality of the work, not its adherence to a restricted departmental vision. In this regard, the appendix statement specifically charges Chairs and reviewers to be aware that it may well be necessary and appropriate to call on the expertise of an extra-departmental reviewer or committee member to adequately evaluate a given candidate's dossier. Finally, Chairs are reminded, as they are in various parts of The UCLA CALL itself, that departments must affirmatively seek out the evaluation of the candidate's performance in his or her formal extra-departmental affiliations.

Though evaluating interdisciplinary work presents its own special challenges—whether on the campus or in national research circles—there are clearly multiple mechanisms on the campus to accommodate the increasing thrust toward interdisciplinary work in rapidly changing disciplines. ■

## Appraising Appraisals

During an Assistant Professor's fourth year of service, the department is required to conduct a formal appraisal. The purpose of the appraisal is to provide an early assessment of the likelihood that the individual will eventually qualify for promotion to Associate Professor. This is an extremely useful evaluation for Assistant Professors because it is the first opportunity for them to receive official feedback from other groups of faculty besides those in their department and their Dean. The Appraisal also can identify weaknesses or imbalances in their record to allow sufficient time for correction before coming up for promotion. It is important for Assistant Professors to understand that the appraisal is not intended to compromise or guarantee their eventual candidacy for Associate Professor and tenure. It is meant only to be a method to provide them with appropriate and official feedback.

There are three possible outcomes of the Appraisal: **Favorable** indicating that it appears likely that the individual will eventually qualify for promotion, **With Reservation** indicating that there is identified weakness or imbalance that appears to require correction for the individual to qualify for promotion, and **Unfavorable** indicating that, based on the present evidence, it appears unlikely that the individual will qualify for promotion.

The criteria include teaching, research and creative work, professional activity, and University and public service. The standard of performance is "*superior intellectual attainment, as evidenced both in teaching and research or other creative achievement.*" A common reason for "With Reservation" and "Unfavorable" Appraisals is weakness in research productivity and/or quality. This can take a number of forms, such as too few publications, or research or creative activities that were not clearly identified as independent contributions. Another

reason is that teaching did not meet a high standard. An imbalanced record means that too much time is devoted to one of the criteria for advancement, such as service and/or professional activity, compared to teaching and research and creative work. Typically, an "Unfavorable" Appraisal will result when these deficiencies are of such a nature that it seems unlikely that they can be remedied in the time remaining before promotion to Associate Professor.

A typical Appraisal process begins in the Assistant Professor's primary department with a review and a faculty vote. The Assistant Professor receives feedback from the Chair after the departmental vote and has the opportunity to respond. The Chair communicates the results of the Appraisal to the Dean, who then sends it to the Council on Academic Personnel (CAP). CAP reviews the Appraisal and then makes a separate evaluation (which may or may not agree with the department's outcome). This is forwarded to the Dean. The Dean typically makes the final decision. The final result is communicated back to the Chair, who then provides feedback to the Assistant Professor.

Following the Appraisal, the Assistant Professor will typically have three years to address any concerns, weaknesses and/or imbalances uncovered by the Appraisal. **One little known fact** is that the Appraisal for Assistant Professors, while mandatory by the 4<sup>th</sup> year, may occur any time before the 4<sup>th</sup> year if requested by the individual or his/her department or Dean. This may be an option if the faculty member was an Assistant Professor at another university before coming to UCLA. In such a situation, although not required, an appraisal is recommended before being considered for promotion to Associate Professor, even if the latter occurs during the first four years at UCLA. ■

## Upcoming Event Details

April 19 – 12:00 p.m.–2:00 p.m.

Faculty Center—Sequoia Room

Preparing for Academic Personnel Review: Assistant Professors' Networking Luncheon. A workshop for Assistant Professors preparing for tenure and other reviews.

May 22 – 12:00 p.m.–4:00 p.m.

Faculty Center—Hacienda Room

New Department Chairs Orientation. An overview of Department Chairs' roles and responsibilities.

May 30 – Faculty Center—Hacienda Room  
three 2-hour Sessions: 8:00 a.m., 11:00 a.m.  
and 2:00 p.m.

Search Committee Training for all faculty who will chair or expect to serve on a departmental search committee in the following academic year.

To Participate Please Contact: Lori Davison at [ldavison@conet.ucla.edu](mailto:ldavison@conet.ucla.edu)

# Self Statements

Candidates for advancement at every level are encouraged to provide a statement explaining their goals and describing them within the context of their field of interest and the priorities of their Department. Such a statement can help the Chair, the Dean, a campus Review Committee, the Council on Academic Personnel, and the Vice Chancellor for Academic Personnel to better understand a candidate's career plans and goals for attaining them.

Writing such a statement can be a challenge—most of us don't like to boast, and false modesty can be even more difficult. Here are some suggestions:

- ◆ Remember that the document will be read by multiple audiences, some of whom will not be familiar with your field of expertise. So make an effort to explain your accomplishments in words and concepts that can be understood by all. Try to emphasize the importance of the research, the major questions it addresses, and how it fits into a broader context.
- ◆ Be honest. None of us is perfect, and there are likely to be certain areas in which your accomplishments are stronger than others. A self statement that exaggerates accomplishments and brushes away weaknesses will be dismissed by reviewers. If you had a really dreadful semester of teaching, acknowledge that, explain why you think it was, and tell people what you think you learned from it. By the same token, if you think an apparently minor publication or award was important, explain why.
- ◆ Be brief. Although there is no limit, try to not exceed 3 pages.
- ◆ From among the publications that have appeared since your last CAP action (or a longer interval, if the action requires a career review), it is often helpful to choose up to 5, and explain their significance. Assistant Professors seeking promotion should consider the entire period at that rank, not just the time that has elapsed since the 4th year review.
- ◆ If you publish with co-authors, clarify your role in the work. This is especially important for individuals at the Assistant Professor level, since evidence of independence in research and creativity are important factors in decisions about promotion. Especially when the majority of publications also have your mentor as a co-author, there may be questions about independence.
- ◆ Address all the areas that are important for advancement: teaching, research and creativity, University and public service, and professional activity.
- ◆ Self-statements should be tailored to the specific academic action and deal with the issues that are specific to that action. For example, CAP's decision to give a "Favorable" 4th year appraisal often rests on evidence that the candidate is achieving research independence and will receive peer reviewed funding (in disciplines where that is expected) in the next few years, prior to coming up for tenure. So address those issues. When a candidate is being considered for advancement to Professor VI (or Above Scale), the review not only considers the accomplishments of the entire career, but also ongoing and current activities over the years that have elapsed since advancement to Professor V (or IX). The candidate should provide convincing evidence for significant accomplishments over both time periods. ■

## Key Links

Academic Personnel Manual: <http://www.ucop.edu/acadadv/acadpers/apm/>

The UCLA CALL: <http://www.apo.ucla.edu/call/>

Council on Academic Personnel (CAP): <http://www.senate.ucla.edu/committee/cap/cap.htm>

Office of Academic Personnel (APO): <http://www.apo.ucla.edu/>

Academic Personnel Forms -- <http://www.apo.ucla.edu/forms.asp>

- Data Summary
- Extension of 8-Year Limit
- Outside Professional Activities
- Sabbatical/Leave of Absence

UCLA Salary Scales: <http://www.ucop.edu/acadadv/acadpers/tab0607/tabcont.html>

Faculty Diversity: <http://faculty.diversity.ucla.edu/>

Faculty Searches: <http://faculty.diversity.ucla.edu/searches/index.html>

Faculty Handbook: <http://www.apo.ucla.edu/facultyhandbook/>

Emeriti Information: <http://www.errc.ucla.edu/>