



CHAIR, ACADEMIC SENATE
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Jim Chalfant, Chair, Academic Council
1111 Franklin Street, 12th Floor
Oakland, CA 94607-5200

RE: Second Round Revision to APM 278 & APM 210-6 Health Sciences Clinical Professor Series

Dear Jim,

I write in response to the second round revisions to APM 278 and 210-6. The reviewing committees' responses are as follows.

The Committee on Educational Policy demurred, opting not to comment because the proposed changes do not affect matters within its purview. Graduate Council expressed no concerns with the proposal.

The Committee on Diversity and Equal Opportunity (CODEO) made one small suggestion, asking that the new language in APM 210-6 be broadened to include "trainees." The redline version of the proposal to which the committee is referring currently reads as follows:

"...including development of particularly effective strategies for the educational advancement of students in various underrepresented groups."

CODEO is simply recommending that "trainees" be added after "students" in this part of the revision.

The Committee on Rules and Jurisdiction supports the proposal by a vote of 2 positive to 1 negative. Its comments include a suggestion to revise the section "Advancement to Above Scale Status" on page 35. There is a vague reference to "work" in this portion, and the committee suggests replacing "work" with "scholarly work" or their "research, teaching and service work".

The Committee on Research (CoR) expresses concern that its previous indication that "clinical appointments should not have a research component" (a point also made by the system-wide CoR) was not adequately addressed by the revision. Part of its concern is that "administrative activities" have leaked into the new definition of "scholarly and creative activities," and that teaching and community service are now also included in the description of those activities. The concern here is that the revision's definition and description is inaccurate and, at worst "trivializes scholarly and creative activity." The committee suggests eliminating research, scholarly, and/or creative work as a "requirement" for appointment or promotion to the Associate Professor or Professor rank, but give credit for true research, scholarly, and creative activity under the heading of "professional competence and activity."

The Committee on Academic Personnel (CAP) expressed several concerns that originate in their comments on the first round of review. It is particularly concerned with whether there will be inconsistency in relation to the evaluation of other Academic Senate rank faculty. CAP suggests streamlining the draft to its essential components. Specific concerns are outlined as follows:

210-6c (p. 2-3 redline): It is unclear why external review letters "may not be required" for promotions to the Associate Professor or Professor ranks, whereas they are required for advancement to Step VI or Above Scale. Especially in the evaluation of scholarly or creative activity, it seems that outside evaluation is necessary at all levels to be comparable to other ladder rank evaluation across the Academic Senate.

210-6b (p. 1 redline) /**278-10** (pg. 6 redline): "The Dean or Department Chair": does this refer to the concept that only one or the other will be appropriate at most campuses? Normally, if there is a Dean and Department Chair, then letters and evaluations should come from both sources. Language should be changed to "Department Chair and/or Dean as appropriate". Note that this is the phrase used in APM-278c.

210-6b (p. 1 redline) /**278-10** (p. 6-7 redline): Are there minimum limits set for each of the four areas of evaluation such that an individual can have a negotiated zero contribution in a particular area. There are no explicit guidelines on this. At least some contribution in all four areas should be mandated.

CAP also had the following suggestions, though they are not as crucial as the previous ones:

210-6b (p. 2 redline): The Chair "should also indicate" should be changed to "will indicate". It is essential to include this information for clarity.

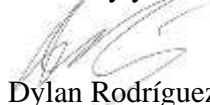
210-6-2 Teaching (p. 6 redline): Adding phrases such as "capacity to awaken in students an awareness of the relationship of the subject to other fields of knowledge" is an example of information that can be consolidated to make review more simple not more complex.

210-6-2 Teaching (p. 8 redline): The second and third paragraphs are highly repetitive and could be consolidated.

210-6-2 Professional Competence and Activity (p. 10 redline): It is unclear why the formatting has changed in comparison to all other listed evaluation criteria. This section can be consolidated.

210-6-4 University and Public Service (p. 12-14 redline): The last paragraph: section redundant to previous paragraph and can be deleted.

Sincerely yours,



Dylan Rodríguez
Professor of Ethnic Studies and Chair of the Riverside Division

CC: Hilary Baxter, Executive Director of the Academic Senate
Cherysa Cortez, Executive Director of UCR Academic Senate Office