February 6, 2023

TO: Sang-Hee Lee, Chair
Riverside Division of the Academic Senate

FROM: John Kim, Chair
CHASS Executive Committee

RE: CHASS EC memo on the Senate Faculty Retention Process

The CHASS Executive Committee (EC) reviewed the preemptive and non-preemptive retention processes for Senate faculty that are being used at UCR, as illustrated through a series of flowcharts and FAQs drafted to enhance transparency and improve communication to faculty on how retention processes work at UCR.

While we appreciate the attempt to improve transparency and communication, the CHASS EC has the following concerns concerning the preemptive and nonpreemptive processes as laid out in the flowcharts and FAQs:

1. There remains a lack of sufficient engagement with DEI. The proposal does not include any mechanisms to address DEI concerns and thus reproduces the same DEI retention issues that have been raised by faculty;

2. The report adopts militaristic metaphors such as “strategic” and “threat.” While it is appropriate that retention decisions be informed by broader UCR needs and goals, we suggest that other ways of framing the criteria would be better;

3. Other common situations are not addressed in the documents, such as when faculty are approached to be considered as a target of excellence hire at another institution;

4. The current document refers to the flowcharts as “retention process” when in fact they are just diagrams that show a selected number of formal review steps and the order in which they shall occur as part of a retention action. We suggest that a broader conceptualization
of “retention,” as a process that begins when somebody is hired and throughout the person’s career, will facilitate engagement with the larger institutional issues that lead away faculty – especially faculty of color – who in a better workplace environment could and would continue to do excellent work at UCR.

5. Though the flowcharts are helpful in understanding the overall retention process, we feel strongly that each step in the flowchart requires a narrative explanation with normative expectations governing each step.

6. In relation to Points 1 and 5 (above), the overall retention process would benefit tremendously from the inclusion of an ethical principle guiding it, such as, “A good-faith effort shall be made at each step in the process to retain the faculty member in question, especially with regard to DEI concerns.”