

March 20th, 2020

Dear Colleagues,

We hope that this memo will calm some fears about the impact of the COVID-19 pandemic on your academic careers.

Stop-the-clocks for all series with a 7-year limit before promotion and a terminal 8th year

Stop the clocks for one year will be granted upon application for issues arising from the current COVID-19 pandemic. You will need to use the Stop the Clock Certification Form to make your request (available here <https://academicpersonnel.ucr.edu/sites/g/files/rcwecm1261/files/2019-04/STC%20Form-HealthCondition-Bereavement-SignificantCircumstance.pdf>), but you do not need to provide supporting documentation, as requested on the form. Instead, just put COVID-19 after your initials in either the medical or significant disruption section. For those who have already reached their 2-year stop the clock maximum, however, there will need to be supporting documentation/justification since final approval is at the level of the **systemwide** Provost, Michael Brown.

For those of you not putting together a tenure file for September 2020, you have until June 30th, 2021 to file the form. For those who need to put in a file this Fall, please submit the form before any normal department deadlines. For non-senate academics, this form stops at the level of the dean for approval and is recorded by the college academic personnel office. For senate faculty, it should come forward, as usual, to the central campus academic personnel office. Given the increased workload this may produce for our office, please be patient about response time to receive a revised timeline for your clock.

Academic Personnel Actions in General

We understand the concern that many faculty members have that the pandemic may negatively impact scholarly academic activity and service (particularly professional service) during Spring quarter, and possibly into the future. Such potential impact could include lost research time due to the need to move classes to remote instruction, reduced ability to travel to conferences or to conduct research, reduced access to human subjects, loss of experimentation in laboratories, loss of studio time, as well as lost time for animal or plant breeding, for example.

We recommend that faculty explain any negative impact of the COVID-19 pandemic when preparing self-statements and updating their efile. As in all personnel cases, departments should provide the context for any periods of reduced activity. In the case of COVID-19 related ramp-down in research, reduction in professional activities, or any other delays, the department should indicate that the anomalies in the record were due to the COVID-19 mitigation measures implemented by the University and/or government. Departmental reviews, Deans, CAP, the APO office, the Provost and the Chancellor will take all of these factors into consideration when reviewing cases that cover this time period.

Teaching Evaluations in efile

We anticipate that student evaluations of teaching (Winter and Spring 2020) may be negatively impacted by the need to move to remote learning and general student dissatisfaction with what has happened. Each personnel file, however, still requires two assessments of teaching, and one

has to be from students per the APM. For most, it will be easiest to continue to use the ieval online system. For those faculty who do not currently use ieval and who will not be able to physically distribute alternate forms, we suggest you contact your Chair to discuss possible alternative assessment methods, such as a Google survey, to obtain student evaluations of teaching. For those who use classroom visitations as the second assessment method, this could occur remotely. While we will adjust for the potential negative reaction of students to being pushed into a remote teaching format, we would also like to be able to reward those faculty who have really gone the extra mile to provide students with a great experience under very trying circumstances. Again, it will be important for faculty to discuss their teaching experiences using remote platforms in their self-statements.

Processing of Current Year Actions

Cases for faculty and other academic employees currently in progress for a July 1, 2020 effective date will continue to be processed. It is possible that decision announcements may be somewhat delayed because of the many other exigencies, but every effort will continue to be made to have all cases decided in a timely manner. Promotions to tenure and reappointments have been prioritized.

Sabbatical Leaves

Faculty with sabbatical or other research leaves planned for Spring quarter or later or who are already on sabbatical may need/want to cancel the leave due to restrictions on travel or limits on their ability to conduct research. Please discuss with your Chair about any possible reassignments of teaching for Spring quarter. Alternatively, if your research can be conducted from home with the enhanced library access to books now available, it may be appropriate to convert to a sabbatical in residence. If the same number of credits are used as if one were going to be elsewhere, there is no requirement for teaching or participation in service activities. However, if the sabbatical in residence credit rate is used, then the usual rules apply. Helping others manage a course with increased enrollment or with gearing up for remote teaching would be useful alternates to scheduled teaching in this situation. Also, please be flexible about future sabbaticals since Chairs may need to reorganize schedules in order to cover teaching needs to support our undergraduate and graduate students and their degree completion.

Ongoing Searches

An email went out March 12th about search interviews. Until further notice, no campus visits will be allowed. We suggest a zoom (or similar) format for **ALL** interviewees or to postpone interviews if you think you will not lose your top candidate/s by doing so. However, we do not know how long there may be COVID-19 restrictions. If you do interview electronically, it is important that you try to incorporate as many aspects of a normal interview process as possible, that is, don't just rely on a zoom version of the seminar to count as the visit, but incorporate some additional activities such as meeting with individual faculty or groups of faculty or graduate students through Zoom, according to your normal process. Clearly, we cannot take candidates out to dinner, but all involved need to have had enough exposure to be able to make a reasoned and fair decision. Similarly, the interview process is part of recruitment and an opportunity for faculty to talk about their own research, what they like about UCR/the department/special programs and initiatives/the city of Riverside/schools is also really important. Managing all of this will take some thought and organization. I also suggest you send candidates the following link so that they can get a feel for UCR <https://admissions.ucr.edu/virtual-tours>

Under **the current** circumstances, it is OK to change the interview format if you are in the middle of the interviews. As above, try to think through the possible negative impacts of not having the candidate present in person, missing the face to face interaction that the candidates who came to campus before were able to experience. It is important to acknowledge this aspect as a distinct part of the discussions when you rank candidates so that the entire committee has uppermost in their minds the possibility of bias against those they didn't see in person-- Most people do not come across as well on video. Also, make sure you give the latter interviewees all the same materials and additional information you might provide during an in-person interview. All interviews in a given search have to be as close as possible to replicating each other.

Administrative Leave

President Napolitano has issued an executive order providing up to 16 days or 128 hours of administrative leave for all employees for the following purposes:

1. When an employee is unable to work due to the employee's own COVID-19-related illness or that of a family member
2. When an employee is unable to work because the employee has been directed not to come to the worksite for COVID-19-related reasons and/or the work site has implemented a COVID-19-related remote-work program or is under a shelter in place order and it is not operationally feasible for the employee to work remotely;
3. When an employee is unable to work because a COVID-19 related school or daycare closure requires the employee to be home with a child or dependent, and it is not operationally feasible for the employee to work remotely or in conjunction with the childcare commitment.

The 16 days or 128 hours is inclusive of the 14 days of administrative leave previously announced. For those academics who record hours, it is 128 hours. For those who do not have timesheets, only whole days will be recorded (as is true for 11 month faculty). Further detailed guidance regarding application for and use of administrative leave has already been sent to college academic personnel offices.

Stay well and safe

Sincerely

Ameae Walker
Vice Provost for Academic personnel