

UC SANTA BARBARA



New Faculty Handbook 2022-2023



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INTRODUCTION

We are very pleased to welcome new faculty to UC Santa Barbara. We look forward to learning from you, supporting your development as faculty members, and seeing you contribute to our campus and our community.

This guide is designed to provide useful information about our campus. We hope that you find it to be a valuable tool in directing you to resources on campus that will help support and facilitate your needs.

UCSB

The [University of California, Santa Barbara](#) (UCSB) is distinguished for its interdisciplinary programs, collaborative culture, commitment to innovation, and its teaching and research excellence. In 1994 UCSB achieved the highest Carnegie rating of Research Intensive (formerly “Research I” or R1”), and in 1995 became a member of the [Association of American Universities](#) (AAU). UCSB is one of only 63 institutions elected to this prestigious membership and was the first AAU member to be designated as a Hispanic Serving Institution.

We offer more than 200 majors, degrees and credentials through our three colleges, two schools, and our Graduate Division.

The campus is also a recipient of consistently high levels of external funding for research. External research funding has doubled over the past decade, with \$305.6 million in Fiscal Year 2020-2021 and \$241.5 million in Fiscal Year 2021-2022.

We are currently home to numerous national centers and institutes, eight of which are sponsored by the National Science Foundation, including the [Materials Research Laboratory](#), the [National Center for Ecological Analysis and Synthesis](#), the [Southern California Earthquake Center](#), and the renowned [Kavli Institute for Theoretical Physics](#). A wide variety of centers have received philanthropic support for their research and public programs, such as the Center for Information Technology and Society, the Broom Center for Demography, the [Carsey-Wolf Center](#), and the Walter H. Capps Center for the Study of Religion and Public Life.

The [University of California's Natural Reserve System](#) consists of 39 protected natural areas throughout the state of California, and maintains significant examples of the state's diverse aquatic and terrestrial ecosystems for teaching, research, and public service. UCSB oversees [seven such sites](#), which provide a natural laboratory where new approaches to conservation and environmental restoration are tested.

Before World War II, the [University of California](#) was composed of a medical school in San Francisco and two general campuses at Berkeley and Los Angeles, with several affiliated research stations, farms, and laboratories. In 1943, a four-year state college in Santa Barbara (which itself had evolved from what was called a "manual school" in the late 19th century, and then a "teachers' college") was incorporated into the system as the Santa Barbara College of the University of California, the third campus in the UC system. After the war, the California legislature and the Regents of the University of California founded seven new general campuses. Four were built on existing institutions (the Santa Barbara College, the agricultural stations at Davis and Riverside, and Scripps Institution of Oceanography at San Diego). Three were entirely new (Irvine, Santa Cruz and Merced).

All of the UC campuses have grown rapidly and the system as a whole is generally considered to be the premier system of public higher education in the country, if not the world. All ten campuses share a three-part mission committed to teaching, research, and service.

Although UCSB is a relatively young research university, its faculty includes [6 Nobel Laureates](#), members of the National Academy of Sciences, members of the National Academy of Engineering, Pulitzer Prize winners, Guggenheim fellows, MacArthur fellows, ACLS Fellows, National Endowment for the Humanities fellows, and Presidential Young Investigators, among other honors; it has developed one of the largest research libraries on the west coast; and directs several internationally famous research or study centers, the oldest and best known of which is the [Kavli Institute for Theoretical Physics](#).

Some of the major sources of funding for our faculty research grants are the National Science Foundation (UCSB is among the top 50 NSF-funded institutions), National Endowment for the Humanities, the National Endowment for the Arts, the MacArthur

Foundation, the Ford Foundation, the Rockefeller Foundation, and the American Council of Learned Societies.

UCSB currently houses three separate colleges and two professional schools: the [College of Letters and Science](#), the [College of Engineering](#), the [College of Creative Studies](#), the [Gevirtz Graduate School of Education](#), and the [Donald Bren School of Environmental Science and Management](#). In each college, a faculty executive committee (a committee of the UCSB Academic Senate) sets degree requirements and academic standards. Each college has its own dean.

The College of Creative Studies offers undergraduate degrees, in a setting which gives talented students in certain disciplines intensive interaction with faculty and early exposure to research. The Graduate School of Education and the Donald Bren School of Environmental Science and Management both offer only graduate degrees, while the College of Engineering and College of Letters and Science offer both undergraduate and graduate degrees in a broad range of fields. The College of Letters and Science is the largest unit on campus. A dean heads each of its three divisions: humanities and fine arts; mathematical, life and physical sciences; and social sciences. Interdisciplinary cooperation is encouraged, not only among departments in the same divisions and colleges, but also among others colleges. Many faculty hold joint appointments with different departments, sometimes in different colleges.

Shared Governance

Faculty Senate

[Shared governance](#) is one of the distinctive features of the University of California system. Shared governance means that decision-making is shared; especially (for faculty) between the administration and the Academic Senate. This structure gives faculty, through the [Academic Senate](#), a voice in the operations and oversight of the University, a responsibility for the manner in which the University functions, and involvement in the planning for the future of the institution. [Committees of the Academic Senate](#) review individual merit cases and make recommendations on faculty promotion and tenure, help plan capital improvements and long-range budget priorities, and set

policy on research and teaching matters. Faculty participation in shared governance unifies the ten campuses of the UC into a single system under a uniform standard of excellence. All ten UC campuses have a strong commitment to the concept of shared governance. Additionally, there is a systemwide Senate that operates in parallel with the UC Office of the President, referred to as UCOP.

For more details on the committee structure of governance at UCSB, visit the Academic Senate [website](#).

Faculty

UCSB currently has over 900 Academic Senate faculty. Senate faculty are either hired as “ladder” (or research) faculty or as “lecturers with potential/security of employment” (L[P]SOE), also known as Teaching Professors. There are over 250 lecturers and part-time or temporary faculty at UCSB and over 600 Researchers and Postdocs on campus.

Undergraduate Students

There are approximately 21,000 undergraduates enrolled at UCSB. The majority of these are enrolled in the College of Letters and Science (~19,000 undergraduates). The College of Engineering enrolls about 1,500 undergraduates, and the College of Creative Studies about 400. In Fall 2022, UCSB received 130,000 applications. The number of students applying for admission has steadily increased, with each year’s number exceeding the previous one. Of those who apply, about 6,300 new students are enrolled annually.

For every two first year entering students that UCSB accepts, the university also accepts 1 transfer student. The “2:1 ratio” is mandated in the California Master Plan, the policy document that shapes public higher education in the State of California. The 2:1 ratio is enforced via funding mechanisms from the California State Legislature that are implemented by UCOP (the UC Office of the President).

The California Master Plan also lays out other guidelines for postsecondary education in the State of California. It stipulates that in order to be considered UC-eligible, high school students

must be in the academic top 12.5% of their class. Students between 12.5% and 25% are CSU eligible, and students below the 25% in their graduating classes are eligible to enroll in California Community Colleges (CCCs). The CCCs, the CSUs, and the UCs also have transfer pathways for students and other agreements that facilitate transfer between institutions.

UCSB is a minority-serving institution. This designation, assigned by the U.S. Department of Education, is based on enrollment data and the percentage of students who identify with particular ethnicities. UCSB is an Asian American, Native American, and Pacific Islander (AANAPISI) Serving Institution and a Hispanic Serving Institution (HSI). These designations mean that UCSB and its faculty may apply for grants and other funding available to faculty and students in minority serving institutions. This funding is intended to enhance the institution's goals of creating equitable and socially just learning environments for all students.

UCSB faculty have the privilege of working with an exceptionally diverse population. Our students bring a wealth of knowledge about their prior experiences as scholars and community members to their learning.

In 2021-22, among undergraduate students:

- 28% of students identified as Chicanx/Latinx
- 29% of students identified as Asian/Pacific Islander
- 36% of students identified as white
- 4% of students identified as Black/African American
- 44% identified as man/Trans man
- 54% identified as woman/Trans Woman
- 1.9% identified as Other identity

Among graduate students:

- 17% identified as Chicanx/Latinx
- 17% identified as Asian/Pacific Islander
- 5% identified as Black/African American
- 57% identified as white
- 51% identified as man/Trans man
- 45% identified as woman/Trans woman
- 2.7% identified as Other identity

Graduate Students

Each year UCSB enrolls over 800 new graduate students. The total population of Graduate Students is almost 3,000 with about 2,600 of those on the Doctoral track. Students are chosen from the top of a pool of applicants from around the world.

There are 71 Master's and Ph.D. programs that are part of the highly ranked UCSB graduate programs in the humanities, fine arts, social sciences, education, engineering, mathematics, and life and physical sciences. The specific graduate degree programs offered at UCSB can be viewed on the Graduate Division [website](#).

Postdoctoral Scholars

UCSB hosts approximately 325 postdoctoral scholars each year as they pursue further research training in the sciences, engineering disciplines, social sciences, and the humanities. In the past several decades, UCSB has earned a reputation as a distinguished research and teaching institution where postdoctoral scholars find a highly collaborative, and often interdisciplinary, array of advanced research endeavors.

If you are interested in information about hiring postdoctoral scholars, visit the Office of Academic Personnel website for [Postdoctoral Scholar Appointments](#).

Staff

There are approximately 3,500 staff (non-academic) personnel on our campus. Their fields and expertise range from clerical support, financial oversight, and administrative functions to building and site maintenance and specialty fabrication. We also employ, on a part-time basis, over 3,200 student employees who attend classes as full-time registered students.

TEACHING

As a research-intensive institution, UCSB's ladder faculty members are expected to engage in research that contributes to creating new knowledge in their disciplines; bringing that knowledge to the learning experience of students. Lecturers with Security of Employment are not expected to engage in the same kind of research, but are expected to contribute to the development of pedagogy in their disciplines.

- Regardless of a Senate faculty member's track, faculty are also expected to provide a productive, supportive, and engaging learning experience for students. UCSB research, along with other research, has shown that this occurs when faculty:
Make clear that they welcome their students, their identities, and their experiences as part of the learning process. This can take place via language in the syllabus, language in class, and presence in office hours.
- Recognize that faculty have expertise in how knowledge is made in the course and discipline that students, who are novices, do not; then, help students to understand and practice with those knowledge making practices. This can occur when faculty identify learning goals or outcomes for their classes; connect those goals to each day's activities and/or homework and reinforce through written and spoken language the connections for students to practice with knowledge making.
- Recognize that learning is a social process that takes time, feedback, and support. Faculty can act on this by helping students to connect with each other (in class and/or via small group activities like study groups); and providing feedback via formative, low-stakes assessments (in addition to higher stakes assessments, if applicable).

As a minority-serving institution, it is especially important that faculty design courses by focusing on students' assets – the knowledge and experience that they bring to their educations. Faculty also can understand that students' experiences may differ from their own, recognizing the need to be curious and respectful of these differences and considering how students' knowledge can contribute to the knowledge-making activities that are at the core of faculty members' teaching and research.

UCSB's [Office of Undergraduate Education](#) offers many workshops and seminars for faculty, including a New and Nearly New Pedagogy Orientation and multiple workshops at the beginning of each quarter.

The Office of Undergraduate Education also has many resources that can help faculty to put together courses and course materials. These include:

- Teaching resources for course design, assessment, equity, inclusion, and more <https://id.ucsb.edu/teaching/teaching-resources>
- Sample syllabus language <https://id.ucsb.edu/teaching/teaching-resources>
- Summaries of research on equitable and just teaching and learning <https://citral.ucsb.edu/resources>

Classes and Basic Expectations

Professors are expected to meet and teach their assigned classes; post and hold office hours; hold examinations at the time specified in the schedule of classes; grade coursework fairly; and turn in grades in a timely manner.

Like all U.S. postsecondary institutions, UCSB offers classes at four different levels:

- General Education (GE): an undergraduate program spanning departments that is intended to help students learn to study and practice with knowledge-making practices that span disciplines such as critical thinking, writing, reading, quantitative reasoning, and oral communication. GE classes form a base for students' learning, but it is important that faculty recognize that each of the practices that students work on in GE courses are adapted and enacted in specific ways within their discipline. There is no "general thinking," "general writing," or "general reasoning" that applies across *all* disciplines; hence, faculty members have a responsibility to show students how these function in their disciplines. Faculty can learn more about GE courses at <https://assessment.ucsb.edu/data/ge>
- Lower Division undergraduate classes: Intended to introduce students to ways of creating knowledge in a discipline. Many lower division classes also fulfill GE requirements. Faculty can learn more about whether their course fulfills GE requirements by looking on the Learning Management System site, which will list GE learning outcomes, or by doing an internet search

for “UCSB GE Requirements.”

- Upper Division Undergraduate classes: Intended to provide an immersive experience in the discipline for majors.
- Graduate courses: Intended to introduce and provide graduate students opportunity to develop expertise in the discipline.

Teaching Assignments

The department chair assigns faculty to teach courses based on the department's need to offer a variety of general education, lower division, upper division, and graduate-level courses. The department chair will try to accommodate faculty interests and abilities. If you are assigned a class which meets General Education requirements, check with the department chair to determine if certain writing assignments or quantitative exercises are required. General Education requirements are detailed in the [UCSB General Catalog](#). If you need assistance with specific requirements, contact the staff in your college's Undergraduate Academic Advising Office.

Departments receive teaching assistantships through their college or divisional deans, based in part on lower division enrollments. Department chairs will then assign TAships to specific courses, based on enrollment numbers. Discuss with your department chair whether your courses are entitled to TAs; if so, how many; and what the department's practice is for matching individual graduate students to particular courses.

Mentoring Graduate Students

The [Graduate Division](#) and [Graduate Council](#) stress the importance of graduate student mentoring as a key element in graduate degree completion. In general, success in training graduate students depends on respect and interaction with students as junior colleagues, with opportunities provided for their professional development. Faculty can support graduate students in their professional milestones as well as their intellectual development. Give

clear instructions on departmental expectations and constructive feedback on performance. Provide feedback on activities considered career milestones - ask questions they will face in oral qualifying examinations and sit in on their demonstration of the talk for job interviews. Include funds for graduate student research support in extramural grant proposals. [If you have no research grant funds to pay for employment, you may still incorporate students into research efforts through special studies courses or practice.] If you supervise graduate student teaching assistants, meet with them regularly to discuss your philosophy of teaching, the main skills or facts you want undergraduate students to acquire from the course, and your system for assigning grades. Your training of this generation of graduate students will be projected into the future as they train future students.

If you mentor students whose goal is a career in academia, encourage them to publish and present papers at conferences, improve their teaching skills, and participate in campus governance as student representatives on key committees. For students who choose alternatives to academic career paths, encourage industry, service or non-profit internships or research experiences which will enhance their employment opportunities.

A faculty member is designated as the department's official graduate advisor. This person's signature is required on student petitions and other communications with the administration, although he or she may ask your opinion regarding requests from students under your mentorship. Departments should have departmental graduate handbooks for graduate students and/or teaching assistants. Familiarize yourself with the contents of those handbooks if you mentor graduate students or supervise TAs. The Graduate Division produces a [graduate handbook](#). If you have questions about campus wide academic policies effecting graduate students, consult that handbook or contact the Graduate Division directly.

Note takers

[Associated Students](#) (AS) provides a [note-taking service](#) for students in some large and medium-sized classes. If your class is chosen for note-taking, the note-taking service will contact you for permission to reproduce notes from your lectures. You may refuse, in which case your class will be removed from the service's list. In some instances, students may have an accommodation through the Disabled Students Program (DSP) that provides them a notetaker. You may not refuse a student this accommodation; however, you will be notified in advance if a DSP notetaker is assigned to your course.

Instructional Computing

[Letters and Science IT](#) (LSIT) is a multi-faceted, centralized campus computing service for the UCSB community. They support some faculty computing needs, maintain some computer laboratory access and maintain the campus's learning management system (through 2022-23, Moodle/Gauchospace; after Fall 2023, UCSB Canvas). Staff will also assist faculty in the selection of software and hardware, introductory training, and scheduling. Faculty may choose to lecture in the facility, and/or they may choose to schedule separate times for students to utilize computing resources outside of class time.

LSIT offers a full range of training courses for Faculty on the use of software. A [formal list of offerings](#) is available each quarter, but if a special topic is desired, the department's "Training on Demand" program is available to provide special, customized assistance.

The [Campus Office of Software Licensing](#) (the "Software Depot") is also part of LSIT. A wide variety of popular software packages are available for academic sale at greatly reduced prices. Information on products and related policies are available at the Software Depot's [website](#).

Other computing services are available throughout the campus. They may be based in departments or centered within the colleges. Technical staff are available, in most

areas, to assist faculty in determining which resources best meet their needs.

Class Lists and Grading

Instructors are able to monitor enrollment in courses, generate class lists (including student email addresses), and assign grades using [eGrades](#). For more information and instructions in use of the eGrades system, go to the Office of the Registrar's [website](#) and follow the link "For UCSB Staff & Faculty." One of your department staff persons, typically your department's academic advisor, will be the designated liaison to the Office of the Registrar and can usually answer questions about registration, class lists, enrollment caps, petitions for adds and drops, grading, etc.

Grading

Academic Senate regulation, [Part 2 Section 2: Grades and Credit \(Regs. 20-40\)](#), specifies the qualitative meaning of letter grades A-F, and a variety of codes for incompletes, withdrawals, and other actions which show on the student's transcript. Beyond those guidelines, there is no uniform campus policy regarding grading. Some professors grade on the curve, others use absolute standards. Talk with colleagues about the norms for your department. Average undergraduate grades campus wide are B-, with a slightly lower average for lower division courses and slightly higher for upper division.

If students approach you to re-negotiate the terms of their grades, it is your choice whether to engage in such negotiations for quizzes and midterms; once the final course grade is reported, Academic Senate regulation 20 specifies the conditions under which you may or may not change a grade. Consult a copy of the [Senate manual](#) and discuss your options with other faculty in your department.

Students have a formal avenue through which to protest a grade they believe to be unfair (Senate regulation). To challenge a grade successfully, students must prove that the grade was assigned for reasons unrelated to the quality of

their work, such as bias against their religious or political beliefs.

Note the UCSB General Catalog [section](#) which deals with “incomplete” or “I” grades. The procedure on this campus requires students to file a petition form with the Office of the Registrar on which you specify the terms for an “I” grade, including grade to date, percent of work to be completed, and papers or exams still due. Without the petition, an “I” grade you assign is recorded as an “F” in all classes except independent studies graduate classes in the 500 series. Both providing and filing the petition is the student’s responsibility.

Protecting student’s privacy regarding grades

Federal law protects students’ rights to have their grades remain private. You may not post grades on a bulletin board or office floor in such a way that someone else could determine what an individual student’s grade is.

Returning term papers and examinations at the end of the quarter also requires a regard to privacy. Do not leave them unattended in a box in a hall or mail room. Even if the grade is on an inside page, the student’s name and grade can be easily identified. If students want their papers or exams returned after the quarter has ended but before your office hours begin for the next quarter, ask them to provide you with a stamped, self-addressed envelope large enough to accommodate bluebooks or papers. Keep unclaimed examinations and papers on hand for at least one quarter, in case there are questions about the basis for a particular student’s grade.

Deadlines

Deadlines for adding and dropping classes are listed online on the Office of the Registrar’s website under [Calendars & Deadlines](#).

Auditors

Occasionally members of the public or students will ask to attend your lectures without registering for the class. You may

grant or deny permission based on availability of space and your own discretion. There is no formal signup procedure for auditing during the regular school year; during summer session there is a fee. Auditors usually do not write papers, take exams, or participate in class discussion, but may do so if you are willing to permit it.

Open Enrollment Program (Concurrent Enrollment)

Members of the general public who wish to take a class and participate in class activities including papers and exams may do so without being formally admitted through the University. They register and pay a unit-based fee through the UCSB Professional and Continuing Education's [Open University Program](#), which is offered as a community service. You may accept or deny requests for concurrent enrollment in your classes, at your discretion. Concurrent students should be treated with the same standards used for regularly enrolled students. Occasionally prospective graduate students will register for a course or two through concurrent enrollment to help them decide whether they are interested in applying for regular graduate standing.

Independent Studies

Students will occasionally approach you to sponsor them for independent studies or field work (usually numbered in the 190s for undergraduates and 590s for graduate students). You may accept or decline independent studies requests at your discretion. If you agree to sponsor a student for independent studies, discuss your expectations thoroughly, and then have the student draft a contract, a copy of which you both keep, as to what topic he/she will study, what deliverables (e.g., book reports, research papers, lab notebooks) he/she will provide for grade assignment, in what quantity, and on what schedule.

Internships

Several offices on campus cultivate internships for students so that they can apply the theories they learned in the classroom to actual situations. Occasionally students may wish to earn academic credit for their internship by writing a

paper on the experience. Treat such requests in a manner similar to request for independent studies. Sometimes faculty may wish to require an internship or field work as part of a class project. Discuss your department's position on internships with the department chair.

Student Accommodations and Resources

Especially after the COVID-19 pandemic, many students have experienced stress and trauma that lead them to request accommodations to policies associated with attendance, homework, exams, and other deadlines. The 10-week quarter system can be especially stressful for these students. While faculty have discretion regarding accommodations, it is important to remember that any decisions about accommodations must be equitable. This can be considerably complicated, especially when dealing with students in very large classes. Faculty are encouraged to refer students with requests for accommodations to the Disabled Students Program ([DSP](#)). DSP has procedures through which requests can be made, and will provide resources for students who are determined to require accommodations to support success. Faculty will also be notified (via email) when a student who is enrolled in their class has been determined to require reasonable accommodation. This may entail receiving extra time for exams, having a notetaker in class, or other accommodation. If a determination is made, DSP will facilitate a dialogue with the instructor to negotiate a reasonable accommodation. Faculty can contact DSP or the [Office of Undergraduate Education](#) if they have questions about how to implement these accommodation requests. They should not negotiate with individual students.

Campus Learning Assistance Service (CLAS)

[CLAS](#) offers four categories of free services: Tutorial Groups, Drop-In Tutorials, Workshops, and Academic Skills Consultations.

- **Tutorial Groups** are course specific, require advanced enrollment, and generally meet twice a week. Regular attendance is required to maintain enrollment.
- **Drop-In** tutorial labs are subject specific and do not

require advance sign-up.

- **Workshops** are one-time meetings that include general study skills and course-specific study skills.
- **Academic Skills Consultations** focus on specific issues, such as making a study plan, but can also address more general topics, such as how to be a successful student, as well as many others.

Community Service Organization (CSO)

The [CSO Escort Program](#) is a free service provided to all students, faculty and community members during the evening and early morning hours. The objective of the safety escort service is to provide a safer mode of transportation through campus and Isla Vista. The safety escort service is based on the "buddy" system.

Counseling and Psychological Services (CAPS)

[CAPS](#) provides assistance to graduate and undergraduate students. They offer individual and group counseling services to help students through life and school transitions. They also offer a stress management program with resources that include the Alpha Wave Egg Chair and massage chairs.

Career Services

[Career Services](#) helps students plan careers, look for permanent jobs to start after graduation, and find part-time jobs now. They provide materials that are useful for creating résumés and job portfolios, learning about interviewing in the job market, and career planning services. The staff also maintains a placement file containing letters of reference which can be sent out on short notice for graduate students seeking jobs in academia.

Ombuds Office

The [Office of the Ombuds](#) is a resource for conflict management that serves all members of the UC Santa Barbara community, including faculty, staff, students, and

anyone with a campus-related concern. The Office of the Ombuds assists the campus community with the informal resolution of any University-related complaint or conflict by offering a safe and confidential place to discuss workplace issues, interpersonal conflict, academic concerns, bureaucratic runarounds, and many other problems.

Illness and other reasons for late work

Due to illness or family emergency, students may miss examinations or term paper deadlines. The [Office of Student Life](#), student and parent liaison, will verify only the most critical situations. They will not verify absences related to standard treatment at Student Health or other medical facilities. In the event the staff receives confirmation of the death of a student's parent, you may receive notification from the Office of Student Life.

Distressed Student protocol

[Taken from the Distressed Students Guide:](#)

In recent years Counseling Services and the Office of Student Life have received an increasing number of calls from faculty members, teaching assistants, medical professionals, and staff regarding students' emotional states, learning difficulties, and safety, as well as academic and career indecision. These professionals have significant contact with students and often are the first to notice a student experiencing difficulties or distress.

Attending to a student's concerns and providing information about campus resources can be an important intervention, which may prevent escalation of the problem or situation. A faculty member, TA, medical professional, or staff member who first becomes aware of an emergency situation involving a student may consider notifying the chair of the department; the dean of the appropriate college; [Student Engagement and Leadership](#); assistant to the dean; and, when appropriate, [Counseling Services](#), [Career Services](#), and/or [Student Health, Urgent Care](#) for consultation.

In addition, UCSB employs a social worker who is available to assist students and their families. In an emergency situation, [Campus Police](#) should be called (9-911 from campus phones). In a difficult situation, an individual staff or faculty member should never feel obligated to proceed beyond his/her comfort level or handle a situation alone.

Budgetary Implications of Enrollment

The campus receives part of its budget from UC system wide based on enrollments calculated at the end of the third week of classes. It is to our financial advantage for students to be enrolled in their full complement of classes by that date. Although Academic Senate regulations define a student's full-time status as at least 12 units, the Office of the President provides campuses with budgetary resources based upon 45 units per academic year, or a 15 units per quarter average. Students may carry less than 15 units a quarter for academic or personal reasons, but this will have budgetary consequences for the campus.

Improving your classroom performance

Units within the campus's Office of Undergraduate Education provide research-based seminars focusing on everything from pedagogy to socially just and equitable teaching and learning. You can find more about these services in the [Center for Innovative Teaching, Research, and Learning \(CITRAL\)](#) or [Instructional Development \(ID\)](#). Instructional Resources also deals with the production of multimedia materials and the deployment and maintenance of instructional technologies in the general assignment classrooms. Through them, you may order commercial movies, videos, slides, and multimedia materials, or produce your own.

Most of Instructional Development's services to instructors are free in support of courses listed in the [Schedule of Classes](#), with some limits. If your needs exceed the standard allowance, speak with your department chair about how to cover the excess charges. You may also apply for a mini-grant from Instructional Development to fund production of new teaching materials or as seed money for a small project which could later seek more

substantial funding from UCSB's Instructional Improvement Program or from extramural sources.

Student Evaluations of Teaching

Department practices vary regarding how teaching is evaluated by students. All scheduled classes must be polled at the end of each quarter for two standardized questions. Surveys may include other questions specific to the department's academic discipline or instructional methods. Surveys which use the campus wide ESCI system to process results can easily add questions appropriate to a particular course. Usually, academic departments develop, distribute, and collect undergraduate course evaluation questionnaires, then forward the questionnaires to Instructional Development for processing. If you need help in interpreting your evaluations, contact [Instructional Development](#). Your merit/promotion and tenure file must include student evaluations of your teaching. For details, see the section on "Personnel Reviews and Promotion to Tenure".

Plan for a shorter class period on the day designated for your course's evaluation, since most questionnaires take students at least ten minutes to complete. Ask department staff how your department distributes and collects questionnaires; the instructor under evaluation should not handle the surveys.

Teaching Awards

The Academic Senate annually recognizes distinguished faculty teaching performance. Nominations may be made by undergraduates, graduate students, or faculty. Each award recipient receives a cash stipend and a framed certificate from the [Academic Senate](#). Four teaching assistants are similarly honored with funding from the Chancellor, and the Graduate Students Association has awards for outstanding TAs. If you wish to nominate a TA whose teaching skills are exemplary, coordinate such a nomination through the department chair. Some departments make their own internal teaching awards.

The College of Letters & Science annually honors one junior faculty with the [Harold J. Plous Award](#), for "outstanding

performance or promise of performance as measured by creative action or contribution to the intellectual life of the college community." Good teaching weighs heavily in evaluation of nominees for this award.

Academic Dishonesty

Responding to academic dishonesty involves two processes. You have responsibility for assigning grades, which may reflect breaches of academic dishonesty. The [Office of Student Conduct](#) (OSC) has responsibility for handling student discipline matters. If you believe you have evidence of academic dishonesty in a course, you should speak to the student about your concern and provide the student an opportunity to respond. If, after providing the student with this opportunity, you believe there is evidence that the student has violated academic integrity rules, you should notify the OSC. You can choose whether or not to refer the case to the Student Faculty Committee on Student Conduct. Students who are not referred to a hearing will receive a letter of reprimand from the OSC and their name will be kept on file in the case of future violations. If you choose to refer the student to a hearing before the Student Faculty Committee on Student Conduct, you should withhold the student's grade until the case has been resolved.

Incidents of academic dishonesty may be reported to the OSC using an [online reporting form](#). Workshops on preventing and detecting academic dishonesty can also be provided by the OSC. For more information regarding academic dishonesty, visit the OSC website.

RESEARCH

Research is one of the University of California's three fundamental missions, along with teaching and service. Faculty and researchers at UCSB investigate the physical world humans inhabit and the social and cultural systems we construct, in search of new knowledge and deeper understanding. The quality of teaching at the university is enhanced by integrating both the products and the methods of research into the classroom. We are also committed to educating scholar-teachers for the future.

The goal of the [Office of Research](#) is to promote outstanding research at UCSB. This office seeks to expand and improve the research program throughout the university: in arts, education, engineering, humanities, natural sciences, and social sciences. The primary criteria for selecting research directions are the potential for UCSB researchers to make truly significant advances and the alignment of the research with the educational program.

The Vice Chancellor for Research manages the Office of Research and oversees several interdisciplinary research institutes. More information on the mission of the Office of Research, the units it supports on campus, and the efforts it is engaged in to support the research and creative activities of our faculty, can be found on their [website](#).

Library Collections and Services

Collections and Content

The UCSB Library's print and electronic collections support the UCSB research community through a combination of on-site print resources, licensed electronic journals and e-books, and rapid access to the entire 40-million volume collection of the University of California Libraries. UC Library Search can be used to locate UCSB materials, and to search for and request materials owned by the UC Libraries as well as those held beyond the UC collections.

UCSB faculty, students, and researchers may use this [Purchase Form](#) for ordering materials (books or other media) not already owned by the UCSB Library and that are needed for research and teaching. The Library can purchase both physical and electronic copies of materials. The UCSB Library welcomes suggestions for additions to the collections. For additional information about Library collections please contact our [Collection Strategies Team](#).

Special Research Collections (3rd floor Mountain Side) houses the unique and rare treasures of our Library and is internationally recognized for its performing arts collections. Other highlights include the California Ethnic & Multicultural Archives, the American Religions Archives, Santa Barbara History Collections, and the University Archives.

Special Research Collections holdings are non-circulating but are available for research in the reading room [by appointment](#). Please also visit [Planning Your Research](#) for additional information.

The Music Library is located in the Music building. Music Library questions can be directed [here](#).

Subject Librarians

Every academic department is assigned a subject librarian. You may contact your librarian to inquire about research resources, Library instruction, or to set up an appointment. Visit the [Subject Librarians](#) website for contact information for your subject librarian.

Scholarly Communication and Open Access

Librarians can help faculty navigate copyright and fair use questions, questions about Open Access (OA) publishing, UC systemwide OA policies, the OA licenses the University of California has with many major publishers, and the Library's [OA Fund](#) that supports authors who want to make their research open to readers immediately upon publication. For more information, visit the [Scholarly Communication](#) website or contact our [Scholarly Communication Support Team](#).

Course Reserves

Faculty members place course materials on reserve to ensure that all students in their classes have access to them. Electronic Reserves allows students enrolled in a class to log on to password-protected course pages to access digital materials. Physical items can also be placed on reserves for students to check out at the Library Services Desk. Requests for materials to be placed on Course Reserves should be submitted one month before the beginning of the academic quarter. Please submit all of your Course Reserves requests (books, articles, chapters, films, course lectures/notes, etc.) using the [Course Reserves system](#) and consult the [Course Reserves page](#) for more information.

Instruction

UCSB librarians partner with faculty to help foster information literacy skills and competencies to support student academic success and lifelong learning. To request instruction from a librarian, please complete the Library Instruction Request Form a minimum of two weeks before your desired date of integration. See [Instruction](#) website for more information.

Borrowing UCSB Library Materials and Interlibrary Loan (ILL)

An active Library account is needed to check out physical materials and use Interlibrary Loan. To borrow material, bring the item(s) you want and your UCSB Access ID card to the Services desk. Most books can also be checked out at the Express Check Out machines that are located in the UCSB Library. See [Borrowing](#) website for more information.

Interlibrary Loan (ILL) is used to request items from other libraries if UC does not own the item. Requests can be made through UC Library Search, via "Get it at UC" links in the article databases, or by going to the [ILL](#) website.

DREAM Lab

The [DREAM Lab](#) (2nd Floor Mountain Side) supports data-intensive research, experimentation and learning with new technologies, and access to advanced computational methods for faculty, students, and staff. It hosts workshops and Carpentries-based training sessions (see Workshops).

Research Data Services

Research Data Services works with researchers throughout the research data lifecycle, from pre-project planning (e.g., funder requirements, data management planning) to post-project data preparation, curation support, and deposition in a data repository. Research facilitators offer consultation and workshops, with specific expertise in digital humanities and social sciences. See [Research Data Services](#) for more information.

Facilities

The Faculty Study (1505A Mountain Side) is a quiet reading room reserved for faculty use (use your Access ID card for access). The space includes a small conference room. See [Faculty Study](#) website for more details. For information about other Library spaces, including reservable spaces, visit the [Study Areas and Meeting Spaces page](#).

Additional Information

Visit the Library website and [Services for Faculty](#) for more details on all Library services and contact information.

SERVICE TO THE CAMPUS

Because of the University of California's strong tradition of shared governance, faculty routinely participate in campus decision-making through service on several kinds of committees: departmental committees, Academic Senate committees, administrative committees, and other campus or systemwide committees.

The committees in academic departments vary in number and makeup, but most departments have standing faculty committees to deal with curriculum, undergraduate and graduate affairs, and academic personnel decisions. Some have an executive committee advisory to the department chair. Large departments may have committees dealing with space, lab or equipment safety, TA training, or other issues pertinent to the field. Excluding committees dealing with tenure and promotion, most departments name student representatives to serve on committees. Service on a department committee may be a good way for junior faculty both to meet their senior colleagues and to begin developing a career record of service. Discuss with your department chairperson about becoming involved in department governance, at an appropriate level for one's rank/step.

Academic Senate committees establish academic policy and advise senior administrators on a variety of issues including budget, allocations of faculty positions, establishment and disestablishment of academic programs, faculty hiring, award of tenure, faculty welfare, degree requirements, academic freedom, affirmative action, capital projects, computing and technology, research, library, effective teaching, scholarships and prizes, and the Senate's own organization. Visit the

Academic Senate [website](#) for a complete list of Senate committees and their functions.

Administrative committees are usually appointed by the chancellor or by one of the vice chancellors and may include faculty, students, and staff. Administrative committees address non-academic issues which are of concern to all campus constituencies, such as safety, bicycle paths, distribution of student fees, animal care, buildings and grounds.

Other campus or systemwide committees can be formed for a variety of purposes ranging from determining awards recipients to policy revisions, and beyond.

Service to Your Discipline

You serve your academic discipline by agreeing to participate in conferences, by serving on editorial boards or as an outside reader for scholarly journals, by giving guest lectures at other institutions, by consulting, and by other means of disseminating knowledge in the field. One criterion for gauging the vitality of an academic department is the level of faculty service to the discipline as a whole.

Service to the Community

Faculty research can lend itself to immediate transfer to society through, for example, better manufacturing processes, improved governmental operations, or a creative performance. Even if your research seems relatively inaccessible to the public at large, you may enrich community life through public lectures presenting simple explanations of your work, or by sharing your expertise with the news media. In addition, some faculty find their analytical or organizational skills valuable to a wide variety of community volunteer organizations and governing boards.

PERSONNEL REVIEWS

APM and Red Binder

There are two central documents that are used for Academic Personnel policies and procedures; the [Academic Personnel Manual](#) (APM), for the University of California systemwide faculty, and the [Red Binder](#) for academic employees at UCSB. The Red

Binder contains local policies and procedures and can be more restrictive than the APM but cannot be less restrictive. The information in this section is a simplified summary of materials from these two sources. For specific sections and policies consult the APM and the Red Binder, which can be found on the Academic Personnel [website](#).

Ranks and Tenure

Assistant Professors and Lecturers with Potential Security of Employment (LPSOEs) are reviewed every two years, for a maximum of eight years total. Ordinarily, an Assistant Professor/LPSOE will be reviewed for promotion to Associate Professor with tenure/Lecturer SOE during year six.

Associate Professors and full Professors have tenure, meaning their employment appointment is for an indefinite period and may be terminated only as outlined in the [APM-015](#) and [APM 016](#). LSOEs and Senior LSOEs have security of employment, similar to the tenure granted in the Professorial series.

Review Process

Frequency of Reviews

University of California faculty, at all ranks and steps, undergo reviews for merit increases on a regular schedule. Assistant Professors/Lecturers PSOE are on a two-year cycle. In addition, Assistant Professors/LSOEs undergo a mid-career assessment during year four and a full review for tenure evaluation, usually during year six. You can request that your department initiate and put forward an earlier review (an acceleration) if you think your record warrants it. Time may also be excluded from the tenure/LSOE clock in certain circumstances (Red Binder [VI-II](#)). Tenured/LSOE faculty also undergo full career reviews when they seek advancement to Professor/SLSOE, Professor/SLSOE step VI, or Professor/SLSOE Above Scale. The review time at each step varies, Associate Professors/LSOEs are reviewed every two years and Full Professors/SLSOEs are eligible for a review every three years and four years when at step IX. A faculty member can request an earlier review (an acceleration) if the record warrants it and if within policy.

Keeping Your File Current

Given that every review requires documentation of your scholarly work since the last review, and sometimes for your whole career, you should keep detailed and accurate records of all your scholarly and professional activities so that your merit or promotion file is as complete as possible. Many faculty keep an easily accessible file or folder called “next review” in which they accumulate documents they will need to include in their next review packet, and notes to themselves for activities which do not generate documents. The folder may contain a copy of every article or book published, syllabi for every course taught, programs of every conference attended as presenters, lists of committees served on, and communications from graduate students. Your department cannot prepare a personnel case for you which truly reflects the magnitude of your scholarship and your standing among colleagues nationwide without an effort on your part.

Who Does the Reviewing?

Academic Personnel review at the University of California is done only by faculty, deans, and administrators, all of whom hold faculty appointments. Staff members facilitate the process by helping prepare cases and monitoring the progress of files through the system but decisions are only made by other faculty. The approval authority on each case varies depending on the recommended action. In some cases, the Deans have final approval while in other cases the Associate Vice Chancellor for Academic Personnel or the Chancellor has the final approval. More detailed information about who has the final authority can be viewed in [Red Binder I-14-VII](#), [RB I-30](#), and [RB I-33](#).

Ranks and Steps

There are three ranks with various steps in each rank: Assistant Professor/LPSOE, steps II-V, Associate Professor/LSOE steps I-IV, Professor/SLSOE steps I-IX and Above Scale. In dean’s authority reviews, which represent a routine one-step advancement to the next salary step at all ranks or a routine

one-step advancement with up to an additional ½ step in off-scale supplement at the Assistant/LSPOE and Associate/LSOE levels (see [Red Binder I-30](#)), the personnel files pass from the department to the dean of the relevant college or division for final decision (unless the recommendation is to a “special step”). For reviews involving any other advancement, including to a new rank (a promotion), a larger accelerated advancement, or a career review, the files pass from the department to the dean of the college or division and then on to the Academic Senate Committee on Academic Personnel (CAP). In some cases, a small ad hoc committee will also review the case before CAP makes its recommendation. The case is then reviewed by the Associate Vice Chancellor for Academic Personnel and in some cases by the Executive Vice Chancellor and Chancellor. Each reviewing agency makes its recommendation and provides its rationale in writing before sending the file to the next step, which is dependent upon the approval authority. Only materials presented in the file are considered in the recommendations.

Confidentiality

All material within the personnel review file is confidential, and service on Senate and ad hoc review committees requires confidentiality from participants. The candidate under review has access to the complete file in full or redacted form, including the department’s recommendation before it leaves the department. Letters from external referees are available to the candidate in redacted form upon request to the department. At UC, “redaction” is applied to headers and footers; the writer’s name, title, institutional or organizational affiliation, and relational information contained below the signature block is removed from the document. The text body itself is left unchanged. Once the review process is complete, the candidate may receive a copy of on-campus reviewing agency reports from the office of Academic Personnel.

Deadlines for Review Files

Your department chair will inform you when it is time to start submitting materials for your personnel review file.

Departments vary in how they prepare personnel cases. In some departments, the chair coordinates the effort; in others, an individual senior faculty is assigned to assist each Assistant Professor/Lecturer PSOE undergoing tenure reviews; or a committee works with all the candidates. No matter how the department chooses to compile it, the file must leave your department before the established campus deadline ([Red Binder I-2](#)) to be considered in that academic year's review cycle. Your department has established internal deadlines by which you must provide all the materials you are responsible for (copies of publications, items in your own "next review" file, and updates to your bio-bibliography), and may have established a deadline earlier than the campus deadline of September 15. It is important to know and meet this deadline. When external letters of evaluation are required, as is the case for a tenure review and career reviews, you will be asked for suggestions regarding external referees to comment on your scholarship (both experts who know your work well, and if desired, those who should not be asked because they might evaluate your work unfairly), but you will not know the names of the persons actually contacted.

The Departmental Vote

The first formal step in the merit and promotion process is that faculty members in your department will vote on whether they agree with the recommended action. Departments vary as to whether the entire department's faculty votes, or whether select faculty, e.g., those senior to you, are allowed to vote. You will be informed of the outcome of the vote. In case of a split vote, the chair provides his or her interpretation of the reason for the split. You will have an opportunity to respond in writing, if you wish, both to the vote and to the chair's presentation of your case; your response goes with the file to all reviewing agencies.

The departmental vote carries a lot of weight, even though subsequent reviewing agencies may not always agree with it. It is to your advantage to be sure that all members of the department are at least familiar with the general area of your research, and have some sense of your abilities as a teacher. Attend faculty meetings. Discuss your research with other faculty whose interests are similar to yours. Read their work.

Present your research in departmental colloquia. Attend presentations by other faculty. Do an appropriate share of work on departmental committees. Discuss teaching philosophy with the department's best teachers. Ask to observe them in action. If appropriate, invite them to participate in one of your courses or to observe you in a classroom setting and offer feedback on your teaching skill. The more your faculty colleagues know about what you are doing, the more informed their vote will be on merits, promotion, and tenure.

Criteria for Promotion

What are your department colleagues and all the faculty administrators and committees looking for when they make decisions about promotion to a tenured position? In the Professorial series, four criteria are considered: 1) teaching, 2) research or other creative achievement, 3) professional activity, and 4) service. Section 210-1d of the APM says, "Superior intellectual attainment, as evidenced both in teaching and in research or other creative achievement, is an indispensable qualification for appointment or promotion to tenure positions." The Red Binder I-40 elaborates: "The other criteria for review, namely professional activity and University service, must be given due consideration, but they can never be considered sufficient in and of themselves to justify promotion to tenure." Prudent junior faculty will therefore plan their time and activities to include some involvement in professional activities and campus governance, but should devote the bulk of their energies to teaching and research or creative activity. The Lecturer SOE series has three criteria: 1) teaching excellence, 2) professional and/or scholarly achievement and activity, and 3) University and Public Service.

- **Teaching**

A summary of student evaluations of your courses must be included in both merit and tenure review files. If evaluations do not meet expectations, make efforts to improve your teaching. Contact [Instructional Development](#) to make arrangements for consultation and to improve various methods of teaching. Discuss

teaching styles with your colleagues and experienced professors in similar departments. Observe how they motivate students to learn, or how they present difficult material to make it easier to remember.

- **Research and Creative Activity**

The University calendar and much of its activities are organized around the teaching function. While you must meet your teaching obligations, it is equally important to focus on research and scholarly activities.

If you are in a discipline in which collaborative research is the norm, it may be beneficial to publish a few articles under your own name in order to establish your independence. To determine what the expectations are for research productivity in your field, discuss the issue with your department chair, senior faculty, and the colleague who most recently achieved tenure in your department.

- **Publishing**

The merit review file includes all your publications since the last review. Items that are “in-press” are counted when they are accepted, not submitted. Submitted items and works in progress are evidence of continuing productivity, but will not “count” until accepted for publication.

If your field is one in which scholarship is usually disseminated through publication of books, pace yourself so that the book is out or in press by the time of the tenure review, and have a second or third project well under way as an indication that your research career will continue unabated, even after you achieve tenure.

If your field is one in which scholarship is traditionally disseminated through journal articles, be aware that publication in a refereed journal usually carries more weight in the tenure review than does publication of an article or book chapter by invitation of an editor. Book

reviews, “state of the discipline” essays, and editing a volume of other scholars’ writings are less influential than research articles, unless it can be shown that the piece changed the course of scholarship in the field.

“Popular” publications (i.e., those explaining your field to a general audience but not contributing to new knowledge in the field) and textbooks are usually not evaluated in the research category at all. The former may be seen as public service and the latter as a contribution to teaching.

In general, the more prestigious the publisher and the panel of external readers who approved your work for publication, the more value your publication will have in the tenure review. Discuss potential publishers for your work with senior faculty. Submit your work in a format appropriate to the journal or publishing house you identify. Ask for comments if your submission is rejected. Revise and resubmit to the same or another publisher based on the feedback you receive.

For faculty in the creative arts, performances and exhibitions are part of the proof of your creative contributions to your field. Performances or exhibits in prestigious national and international venues which were reviewed by recognized critics will strengthen the tenure case.

Feedback at the Mid-Career Assessment

The fourth-year mid-career assessment, called the “formal appraisal,” may reveal problems in your performance which should not be left uncorrected, in order to attain tenure. Talk candidly with your chair, senior faculty, and others who can direct you to sources of help to solve the problems. Persons who have less than promotable records at the fourth-year review are often able to use the feedback from that review to change the direction of their research or teaching activities and go on to achieve tenure and careers of distinction.

Timeline for Assistant Professors/Lecturer PSOE

Assistant professors/Lecturers PSOE are reviewed every two years and the file for your first review will be composed of work completed in only your first year (since your appointment CV); the formal appraisal in year four is based on your work from the first three years. The tenure/promotion clock starts from the date of your appointment. Even if your first year is spent on your discipline's equivalent of "setting up the lab," you need to be able to show that you were also seeking and applying for research funding, laying the groundwork for a major research endeavor, mentoring graduate students, educating undergraduates, and consulting with colleagues.

As a way of staying on course and on time, talk with your department chair early in your first quarter about your department's expectations for achievement of tenure. Ask the last faculty who achieved tenure how they paced themselves. Then lay out a plan for the first five years of your career, discuss the plan with your department chair or personnel committee, and start immediately to implement it. If you run ahead of schedule, you may ask for an accelerated tenure review. If you have substantial care of a young child, you may be eligible to request exclusion of a year from your tenure clock; approval is not automatic. Under normal circumstances no person will be employed more than 8 years as assistant professor.

Joint Appointments

If you hold a non-zero percent appointment in more than one department, you will be considered to have a joint appointment. You will be expected to contribute to each department and will be reviewed by each department as part of the merit and promotion process; normally, one department will serve as the lead so that there are not two full sets of review materials. Discuss with other faculty holding joint appointments their strategies for balancing the demands of more than one department.

Negative Tenure Decision

If reviewing agencies are not in favor of granting tenure, the review process allows an opportunity for you and the department to respond with updates to the record prior to the final decision. If you are not granted tenure during your sixth-year review, the department will likely be instructed to resubmit a new case during your seventh year. If you are not granted tenure during the seventh-year review, a one-year terminal appointment will be enacted.

BENEFITS

Faculty enjoy a wide variety of employment benefits, some of which they share with all employees of the University of California, and some of which are unique to faculty. For information on the benefits common to all UC employees (e.g., health insurance, vision and dental care, life insurance, retirement plans), you can visit the UCSB Human Resources [website](#). You may also wish to attend one of the benefits orientations which [Human Resources](#) conducts regularly for new employees.

Pay Schedule

Faculty are appointed for a nine-month period during the academic year, but payment is spread over 12 months in the fiscal year, beginning July 1 and ending June 30. You may supplement this base salary from a variety of sources (e.g., summer salary from research grants, teaching for Extension or summer session) with a limitation on the overall totals you may earn from UC. In general, payments from outside agencies which do not go through the UC payroll system, such as consulting fees and royalties, are exempt from limitations but can be subject to Conflict of Commitment policy ([APM 025](#)). Outside professional activity is subject to annual reporting, prior approval for certain activities, and disclosure and effort reporting requirements (see [Red Binder I-29](#)). Discuss your particular situation with your department chair or Academic Personnel.

Short Term Leaves

If you have to be absent from campus for professional reasons for more than seven days, you will need to notify your chair and secure the appropriate approvals.

Sick Leave and Vacation

Faculty do not accrue hours toward either sick leave or vacation credits. As academic-year appointees that render service during the entire academic year, i.e., nine months, you do not render service during the summer period. It is assumed that you will pace yourself so as to balance your personal needs and your obligations to teach and do research. Absences due to short-term illness can usually be covered through consultation with the department chair; leaves for major illness are covered by medical leave policies ([APM 710](#))

Parental Leave

Childbearing faculty who have at least a year's service with the University are eligible for up to 6 weeks of paid childbearing leave. Parents of any gender may request up to a year's parental leave without pay for the purpose of caring for a child (See [Red Binder VI-4](#)). New parents may also be eligible for "active service-modified duties," a paid status that allows for some reduction in workload (See [Red Binder VI-5](#)).

Sabbatical Leave

For every quarter you work at least 50% time in an eligible title, you accrue credit toward sabbatical leave. You are eligible to take a quarter's sabbatical leave at full pay after nine quarters of qualifying service, or a leave at fractional pay after only six quarters of qualifying service. Many combinations of qualifying service, number of quarters on sabbatical, and percentages of salary are possible. Details on sabbatical leave may be found in [Red Binder VI-2](#). For amplification of the sabbatical leave policy, talk with your department chair, business officer, or Academic Personnel.

LIVING IN SANTA BARBARA

Campus

The general layout of the campus is for science and engineering departments to be clustered to the east of the library, social sciences and administrative units to the north, and arts and humanities to the west. Residence halls are to the south. This scheme is not completely consistent, however; an up-to-date [campus map](#), [phone directory](#), and the UCSB [website](#) are your best assurance of finding the agency or services you seek.

Housing

UCSB is committed to recruiting and retaining outstanding faculty and staff who will advance our vision of inclusive excellence. We recognize that the remarkable attractions of the climate, culture, and community in Santa Barbara, the Central Coast, and California can result in a challenging real estate market. We offer a variety of resources and strategies to assist Academic Senate Faculty, often in partnership with the UC Office of the President. These resources and strategies include several mortgages, home loan, and down payment assistance programs developed by the [UC Office of Loan Programs](#) and the campus. Subsidized homes and apartments for purchase or rent at below-market rates are also offered based on availability, and new projects are in progress to expand the faculty housing inventory. More information on faculty housing can be found on the [faculty housing](#) website.

Bicycles

UCSB has one of the most extensive bike path systems in the country. Most of the students who live in Isla Vista commute to campus via bicycle. Campus planning agencies are constantly refining the bike path system to make it safer for cyclists and to keep to a minimum the number of places where bike paths cross streets or pedestrian lanes. Look both ways before crossing bike paths. Most busy intersections have cross-striped safety islands for pedestrians between the two bicycle lanes, and some even have traffic circles.

If you use a bicycle on campus, be aware that bike theft is common. Secure your bike to a rack with a lock, or leave it in your private office. Police will impound bicycles propped in hallways or classrooms, and those left outside not locked to a rack. Also, bicyclists riding on pedestrian walkways are subject to fines, so please use bike paths when traveling through campus.

Childcare

The [Orfalea Family Children's Center](#), located on West Campus, and the [University Children's Center](#), located in the Student Resource Building, provides child care for student, staff and faculty families within the University community. Community families are also welcome. The Centers are accredited by the National Academy of Early Childhood Programs and are licensed by the State Department of Social Services. More information can be found on the Early Childhood Care & Educational Services [website](#).

Parking

UCSB parking policy requires that vehicles parked on campus have a valid UCSB parking permit at all times. Short term and long-term permits are available. More information can be found on the UCSB Transportation and Parking Services [website](#).

Performing Arts

UCSB academic departments stage a wide range of drama, dance, and music performances, including opera. Check the calendar section of the faculty/staff weekly newspaper *The Current* for weekly listings. In addition, the [Arts & Lectures](#) (A&L) staff brings well-known performers and artists on national tours to campus. A&L also presents film series and sponsors lectures on a variety of topics of interest to the campus community. If you wish to have required attendance at a particular event for any of your classes, please check the availability of tickets with A&L ahead of time.