



ACADEMIC PERSONNEL

UNIVERSITY OF CALIFORNIA, SANTA BARBARA

July 1, 2015

To: Faculty, Department Chairs, Directors and Business Officers (Via SBFACU-L, SBCHR-L, SBDIR-L, SBADM-L)

From: Cindy Doherty, Director
Academic Personnel

Re: Revised APM 210-1-d; Review and Appraisal Committees

ACADEMIC PERSONNEL POLICY ISSUANCE

Issued by Provost and Executive Vice President Aimée Dorr, revised Section 210-1-d of the Academic Personnel Manual (APM - 210-1-d), Review and Appraisal Committees, is effective July 1, 2015.

APM - 210-1-d, originally issued in 2005, has become a national model for universities to recognize and credit contributions to equal opportunity and diversity while evaluating faculty achievement for appointment, advancement, and promotion. New language clarifies the intent of the existing language and strengthens the principle that diversity functions as a component of excellence at the University of California.

For your reference and redistribution, the issuance letter, the revised policy section, and appendix to the issuance letter are attached.

The revised policy is attached for your convenience. The policies and additional documentation can also be found online at

<http://www.ucop.edu/academic-personnel-programs/academic-personnel-policy/policy-issuances-and-guidelines/index.html>

The revisions to APM - 210-1-d appear in paragraph 1 on the following page 4 of the full policy

transmission of knowledge. Consideration should be given to changes in emphasis and interest that may occur in an academic career. The candidate may submit for the review file a presentation of his or her activity in all four areas.

The University of California is committed to excellence and equity in every facet of its mission. Contributions in all areas of faculty achievement that promote equal opportunity and diversity should be given due recognition in the academic personnel process, and they should be evaluated and credited in the same way as other faculty achievements. These contributions to diversity and equal opportunity can take a variety of forms including efforts to advance equitable access to education, public service that addresses the needs of California's diverse population, or research in a scholar's area of expertise that highlights inequalities. Mentoring and advising of students and faculty members, particularly from underrepresented and underserved populations, should be given due recognition in the teaching or service categories of the academic personnel process.

The criteria set forth below are intended to serve as guides for minimum standards in judging the candidate, not to set boundaries to exclude other elements of performance that may be considered.

- (1) **Teaching** - Clearly demonstrated evidence of high quality in teaching is an essential criterion for appointment, advancement, or promotion. Under no circumstances will a tenure commitment be made unless there is clear documentation of ability and diligence in the teaching role. In judging the effectiveness of a candidate's teaching, the committee should consider such points as the following: the candidate's command of the subject; continuous growth in the subject field; ability to organize material and to present it with force and logic; capacity to awaken in students an awareness of the relationship of the subject to other fields of knowledge; fostering of student independence and capability to reason; spirit and enthusiasm which vitalize the candidate's learning and teaching; ability to arouse curiosity in beginning students, to encourage high standards, and to stimulate advanced students to creative work; personal attributes as they affect teaching and students; extent and skill of the candidate's participation in the general guidance, mentoring, and advising of students; effectiveness in creating an academic environment that is open and encouraging to all students, including development of particularly effective strategies for the educational advancement of students in various underrepresented groups. The committee should pay due attention to the variety of demands placed on instructors by the types of teaching called for in various disciplines and at various levels, and should judge the total performance of the candidate with proper reference to assigned teaching responsibilities. The committee should clearly indicate the sources of