UC SANTA BARBARA

Welcome to UCSB

A Guide for Incoming Ladder Faculty

University of California, Santa Barbara

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INTRODUCTION

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

- **UCSB**

  The University of California, Santa Barbara (UCSB) is distinguished for its interdisciplinary programs and commitment to innovation, and internationally recognized for its teaching and research excellence. As part of the Association of American Universities, UCSB is one of only 62 institutions elected to this prestigious membership.

  We offer more than 200 majors, degrees and credentials though our five colleges and our Graduate Division.

  The campus is also a recipient of a high and rising level of external funding for research. External research funding has doubled over the past decade, with a recent amount of $185 Million in Fiscal year 2015.

  We are currently home to 11 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.

  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 was incorporated into the system as the Santa Barbara College of the University of California. Following the end of the war and convinced of the need for an expanded university system for the state's burgeoning population, 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 started from scratch (Irvine, Santa Cruz and Merced).

  All the younger 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 for

teaching, research, and service.

As a research university, UCSB is relatively young. In less than 40 years, it has developed one of the largest research libraries on the west coast; a faculty that includes 6 Nobel Laureates, members of the National Academy of Sciences, National Academy of Engineering, Guggenheim fellows, MacArthur fellows, and Presidential Young Investigators, among other honors; and several internationally famous research or study centers, the oldest and best known of which is the Kavli Institute for Theoretical Physics.

In 1994 UCSB achieved the highest Carnegie rating of Research University I, and in 1995 became a member of the Association of American Universities (AAU).

UCSB currently houses three separate colleges and two professional schools: the College of Letters & Science, College of Engineering, 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 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 as well.

UCSB has been an important part of the Santa Barbara community for more than 60 years. We value the strong relationship we have with our community and strive to be responsive to it.

The University is a dynamic organization with a challenging mission. We offer higher education to our state's residents and continue to reach new heights of academic excellence. We prepare an educated workforce that will keep California's economy strong, and we reflect the changing demographics in our fast-growing state. UCSB adds to the fabric of life on the south coast with offerings of education, entertainment, athletics, and other resources. We strive to fulfill our mission while being accountable to both the State of California as well as our local community.
The Long Range Development Plan is a planning tool that will shape how the campus will develop to the year 2025, including changes in our academic programs and the development of additional campus housing for students, faculty, and staff. The plan is based on a one percent annual enrollment increase to the year 2025.

We recognize that our plans to accommodate increasing student demand have impacts on our neighboring communities. The LRDP process is designed to address community issues and concerns and environmental impacts, while allowing for manageable growth in the student population. The plan offers real solutions to future issues, based on a commitment to managing traffic, avoiding sprawl, and taking responsibility for managing new demand for housing and other services. We believe that this is a highly sustainable model.

- **Key Elements of the UCSB Vision 2025 LRDP:**

  1) The LRDP details our campus plans to the year 2025.

  2) The LRDP anticipates a growth rate of one percent per year in student enrollment, which mirrors the growth rate of the Santa Barbara region. This projection equals roughly 250 students per year to a maximum enrollment of 25,000 in 2025.

  3) The LRDP includes the development of housing needed to accommodate all additional students.

  4) The LRDP, when fully implemented, anticipates providing housing for more than 1,600 faculty and staff members. Currently, the University provides 65 units of faculty housing.

  5) The LRDP addresses resident concerns about increased traffic. The LRDP proposes a fair-share payment by the University for needed traffic improvements. Some past contributions include $6.8M for El Colegio Road improvements, $3.2M for traffic impacts identified in 1991, and $1.9M for North Campus faculty and staff housing in Goleta.

  6) The LRDP reflects our commitment to environmental issues and includes numerous policies regarding green building, sustainability, coastal protection and others.

  For more information on the LRDP, visit the Campus Design and Facilities website.

- **Shared Governance**

  All ten campuses have a strong commitment to the concept of shared governance. As understood within the University of California, shared governance entails that ladder faculty, through the Academic Senate, share with administrators the responsibility for academic oversight and for planning the future of the institution.

  Chairships of academic departments rotate among senior faculty. Deans, academic vice chancellors and chancellors are tenured faculty and may return to their faculty posts when they have completed their term in administration. Committees of the Academic Senate review individual 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.

For more details on the committee structure of governance at UCSB, visit the Academic Senate website.

- **Faculty**

UCSB has about 800 ladder faculty and over 275 lecturers and part-time or temporary faculty. There are over 530 Researchers on campus mostly working in organized research units. In addition to six winners of Nobel Prizes, UCSB's faculty includes many elected members of the American Academy of Arts and Sciences, the National Academy of Sciences, the National Academy of Engineering, and the American Association for the Advancement of Science. Other honors among our faculty include: Guggenheim fellows, Fulbright Scholars, and numerous Book and Research Awards.

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.

The faculty is committed to excellence in teaching, research and service. Ladder faculty teach a majority of the courses at UCSB, a much higher rate than is usual in research universities. Teaching effectiveness, research accomplishments, and professional activities plays an increasingly important role in merit, tenure, and promotion reviews.

- **Faculty Code of Conduct**

The rights and responsibilities of University of California faculty are explained in the Academic Personnel Manual, Section- 015. In summary, faculty rights include rights to free inquiry; to present controversial material relevant to a course of instruction; to enjoy freedom of expression; to participate in the governance of the university; and to peer review in matters of promotion, tenure, and discipline. The section on responsibilities includes: ethical principles regarding students, scholarship, the institution, colleagues; and examples of unacceptable behavior. In general, the ethical principles stress fairness and respect for others and honesty in scholarship. Persons who fail to meet responsibilities may face disciplinary sanctions ranging from censure to dismissal.

- **Undergraduate Students**

The undergraduate student population at UCSB numbers roughly 20,000. The campus currently receives approximately 81,000 undergraduate and transfer student applications annually, which continues to be a record from previous years. Of those who apply, about 6,300 new students are enrolled annually. The undergraduate population at UCSB is increasingly more diverse.

Over the past decade, enrollment of underrepresented minorities has steadily grown from 17% to 24%. The cumulative freshman applicant's grade point average (GPA) is 3.91. According to the California master plan for higher education, in order to be considered UC-eligible, high school students must be in the academic top 12.5% of their class. UCSB also has the most satisfied students in all the UC in both their academic and social experience at UCSB. For more detailed information and statistics on the campus, visit the Office of Budget and Planning website for the latest version of the Campus Profile.

- **Graduate Students**

  Each year UCSB enrolls approximately 710 new graduate students. The total population of Graduate Students is almost 2,800 with about 2,230 of those on the Doctoral track. Students are chosen from the top of a pool of applicants from around the world.

  There are 50 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 nearly 300 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 over 3,800 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 have a large number of support staff and senior management positions that support the daily functions, growth, and development of our campus. We also employ, on a part-time basis, over 3,250 student employees who attend classes as full-time registered students. The needs of our Staff have changed with time but the campus community continually stresses the importance of training, professional development opportunities, and work/life options for all of our employees.

TEACHING

- **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.

- **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. Take an interest 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 practica.] 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.

- **New Courses**

  You may propose a new course to your department's curriculum committee. Be prepared to show how a new course fits into the department's overall academic plan. After proposals undergo review by the department, they go for final approval to the appropriate college: Executive Committee for Undergraduate Courses and to the Graduate Council for Graduate Courses. New course development can be time consuming; therefore it is recommended to have research programs firmly under way before proposing many new courses.

- **Logistical Help from the Department**

  Several science departments have their own storerooms and equipment repair shops, which can provide services and support for teaching laboratories and faculty research projects. Contact your storekeeper for details on what is available for classroom use. Usually, all purchasing must go through specific channels. The department's business officer can provide further information about how your department authorizes purchases.

  All classrooms at UCSB are centrally assigned through the Office of the Registrar with the exception of a few seminar rooms and science laboratories that are scheduled by academic departments. One of your department staff members is designated to request room reservations. The Office of the Registrar will announce when the scheduling has begun for a new quarter; make sure your department is aware of your preferences for times, locations and audio visual equipment, whiteboards, and other teaching aid needs. Room assignments at UCSB are a negotiated process that generally continues through the second week of the quarter until enrollments stabilize. A classroom change request can be made to the Office of the Registrar's if your enrollments exceed or fall short of the original projections. You may also be asked to change rooms to accommodate the needs of other classes on campus. Rooms are a shared commodity; you may not always be able to get exactly what you want. If you require a room for additional academic needs such as a review session or make-up class, notify your department at least one week prior to the date the event will be announced to your class.

- **Textbooks**

  Textbook orders should be discussed with your department. The UCSB Bookstore (owned by the University) provides class material information. Complimentary copies of textbooks (more commonly called desk copies) may be provided to you by the publisher.

  If you wish to put together your own collection of readings or laboratory exercises, the campus bookstore, Associated Students (AS), and private copying centers offer a custom publishing service. If you use the UCSB Bookstore, staff there will seek permission from publishers for copyrighted materials, have the book copied and bound to your specifications, and stock it among the other textbooks for your course. The UCSB Bookstore is the only location that secures permission to photocopy for all copyrighted materials. Practice varies in securing publishers' permission to copy when using a private copy center or AS. Students purchase the finished materials directly from the print shop or from AS.

  The UCSB Bookstore also stocks commencement regalia, art supplies, computers, and gridded paper for science and engineering projects. The bookstore staff can usually order specialized supplies in bulk to offer students lower costs, if you inform them early of your requirements.

- **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

- **Instructional Computing**

  Letters and Science IT (LSIT) is a multi-faceted, centralized campus computing service for the UCSB community. Its principal offering is computer laboratory access and related services in support of academic courses. Staff will 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, and "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. In addition, some persons may pilfer all the "A" papers, either for later use by friends or to sell. A few department offices are willing to return papers through the reception desk; others cannot because of sheer volume. 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 Extension'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.

- **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; the Office of Student Life; 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**

  The Academic Senate Council on Research and Instructional Resources works closely with Instructional Development, housed in Kerr Hall, to make resources available to faculty for improving the quality of instruction. The facilities and services available at UCSB are extensive and well supported. The campus earns national and international recognition regularly for the quality of work done through Instructional Consultation. One group of staff (Instructional Resources) 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. A second group (Instructional Consultation) will help you with instructional issues such as course and curriculum design; involving students in "active learning;" effective testing and grading; and appropriate use of multimedia techniques.

  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 Consultation for processing. If you need help in interpreting your evaluations, contact Instructional Consultation. 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.

- **Plagiarism and Teaching**

Responding to academic dishonesty involves two processes. You have responsibility for assigning grades, which may reflect breaches of academic dishonesty. The Office of Judicial Affairs (OJA) 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 OJA. 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 OJA 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 OJA using an online reporting form. Workshops on preventing and detecting academic dishonesty can also be provided by the OJA. For more information regarding academic dishonesty, visit the OJA website.

RESEARCH

Research is one of the University of California's three fundamental missions, along with teaching and public service. 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. We seek to expand and improve the research program throughout the university: in arts, education, engineering, humanities, natural 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.

- **Office of Research**

  The Office of Research helps the university community secure support for their research and creative activities. They work with all academic units to develop the best research programs possible throughout the university and take responsibility for research done collaboratively across disciplines, departments, and schools. They ensure the integrity of UCSB research
  and provide assurance to governmental and private funding agencies and to the public that the research is conducted in accordance with the highest ethical standards. The Office of Research works to make sure that research is integrated with the teaching and service mission of the university. Finally, they help communicate to the university community and to the general public about the quality, breadth, and significance of research carried out at UCSB.

- **Organized research units (ORUs)**

  Organized research units foster interdisciplinary research and are frequently composed of groups of researchers with overlapping interests. ORUs have no instructional function. You may submit research proposals either through your academic department or through an appropriate ORU. Should the proposal be funded, it will be administered through the office you chose for submission. Discuss with other faculty the benefits of each site. A complete list of the organized research units can be viewed on the Office of Research's website. See also **National Institutes & Centers**, **Campus Centers & Projects**, and **MultiCampus Research Units**.

- **Research Development**

  Research Development, in the Office of Research, serves investigators and department liaisons by facilitating, publicizing, and advancing campus inquiry. It

links faculty to research partners across disciplines; provide expertise on funding strategies and opportunities; and regularly inform campus researchers about new ways to initiate, build upon, or supplement innovative sponsored programs.

Research Development also provides faculty workshops and proposal-development services, and hosts campus visits from sponsors ranging from governmental sources to foundations and industry.

- **Sponsored Projects**

  Sponsored Projects, located within the Office of Research, is responsible for reviewing, approving and submitting proposals that seek extramural grant or contract funding for research, scholarly/professional training, or related public service programs.

  Sponsored Projects is also responsible for negotiating and accepting the grants and contracts ("awards") that result from successful proposals. Once an award is accepted, however, responsibility for administering and performing awards shifts to the
  principal investigator(s) and the administering department.

  For more information on proposal submission and award administration, visit the Office of Research's website.

- **Award Acceptance**

  Once a proposal is selected for funding, Sponsored Projects will review the resulting award document to assure that there are no terms that would either violate UC policies or hamper the researcher's ability to carry out the project. Potentially problematic terms include those that may affect a c a d e m i c freedom, equal access to education, or open publication, or may impose unreasonable or burdensome administrative requirements, such as unusually frequent or voluminous reporting requirements. If the award contains problematic terms, Sponsored Projects will work with the principal investigator and the administrating department to negotiate with the sponsor to remove or change them.

  Once the award terms are acceptable, Sponsored Projects confirms that all compliance issues are cleared (such as animal use or conflict of interest) and if so, will accept the award on behalf of the Regents.

- **Animal research**

  Federal law, and university and campus policies, mandate that all research, teaching, and testing activities involving vertebrate animals must receive prior review and approval by the Institutional Animal Care and Use Committee (IACUC), regardless of the funding source, animal use site, species, or animal number. The IACUS review of your request will take at least one month.

- **Human subjects**

  The Department of Health and Human Services requires that research involving human subjects, regardless of funding source and including pilot studies, be reviewed by a Human Subjects Committee. This committee is composed of a variety of professional and lay people knowledgeable in the fields which commonly use humans in research. The committee coordinator will provide advice and assistance to Investigators in planning the use of human subjects within federal, state and University regulations. No research using human subjects may be conducted under the auspices of the University of California without review and approval of the Human Subjects Committee.

- **Joint Authorship**

  Traditions vary among disciplines regarding this inclusion of student research assistants or faculty collaborators' names as authors for scholarly works. To avoid conflicts at completion of a project, make early statements or agreements with your colleagues, be they students, research staff, or faculty, regarding your expectations for inclusion in authorship, and how first author will be determined. Particularly with students, do not assume that they understand "common practice."

- **Copyrights**

  In general, the University does not request faculty or student authors to assign copyrights to the institution for scholarly/aesthetic works that result from independent academic efforts (as defined in the UC Copyright Policy). The University generally grants ownership of written work, musical or dramatic compositions, architectural designs, paintings and sculptures to the author, unless the work is commissioned as a special assignment separate from the general obligation to produce scholarly works or is considered a sponsored work, commissioned work or institutional work as those terms are defined in the UC Copyright Policy.

- **Patents**

  The mission of the Office of Technology & Industry Alliances (TIA) is to manage the intellectual property developed through UCSB research (including out-licensing) and to manage the many agreements with industry partners that support research collaborations (including research agreements, material transfer agreements, non-disclosure agreements and memorandums of understanding).

  The University of California requires all employees (including those in employment titles reserved for students), as a condition of employment, to assign to the institution the patent rights for inventions that were made either during research conducted under the auspices of the University or through the use of any University facilities, or which are within the researcher's scope of employment. If the University decides to file a patent on an invention disclosed by the researcher,

the University will pay the costs of securing the patent, and, in the event income is received by the University from a commercial licensee, shares the income with the inventors in accordance with the UC Patent Policy. Intellectual property issues are managed at UCSB by the Office of Technology & Industry Alliances.

- **Conflict of interest**

  University policy encourages faculty to participate in outside professional activities, but discourages any of its faculty, staff, or managers from engaging in an activity that creates a conflict of interest between their official duties and any other activity. In particular, principal investigators must disclose whether they have financial interests in any non-government sponsors who may fund their research. Additionally, federal regulations require disclosure of any financial interest that may be affected by research conducted under a federally funded sponsored project.

  A conflict of interest is a situation where an investigator's outside financial interest(s)
  or obligation(s) bias or has the potential to bias a research project.

  A financial interest is anything of economic value, including a fiduciary duty with an outside entity. Financial interests include positions such as director, officer, partner, consultant or manager of an entity (paid or unpaid); salaries; consulting income; equity interests; honoraria; gifts; loans; and travel payments.

  A financial conflict of interest in research is a situation in which an objective layperson might perceive that an individual's financial interests may compromise or bias the individual's professional judgment in conducting or reporting research. For example, an investigator may have a financial conflict of interest if he or she is a consultant to a company sponsoring research in his or her laboratory. Another example is a faculty member who owns significant equity in a company whose product he or she wants to test.

- **Funding Your Research**

  - **Extramural Funding**

    The Research Development team is available to assist all professors. On their website, they have put together some information that will help you better identify funding opportunities. It includes deadline calendars, newsletters, and prepackaged lists by subject area, agency links, and other tools. They also keep track of the most current funding opportunities.

  - **On-Campus Funding Sources**

    Several campus offices distribute funds in support of research, usually in relatively small amounts through a competition which ranks the proposals and awards the most meritorious. Sources of on-campus funds include: the Academic Senate, Office of Academic Personnel, Graduate Division,

and the Interdisciplinary Humanities Center.

- **Funding Travel**

  - **Research Travel**

    Travel for the purpose of conducting research can be funded through extramural sources such as Fulbright or Guggenheim fellowships and as part of some research grants. The Office of Research can help with details and deadlines for research and travel grants from extramural agencies and some fellowships. Fulbright information is available from the College of Letters & Science. You must contact the Guggenheim Foundation directly for information on their fellowships.

    On-campus sources of travel funds include the Academic Senate, Interdisciplinary Humanities Center and the system wide Education Abroad Program, which pays travel expenses for faculty exchanges to study centers abroad. While at the study center, faculty are expected to participate in the intellectual life of the center; but they have some free time which they may devote to their own research.

  - **Conference Travel**

    Faculty domestic and international travel grants support travel to organized national and international conferences for the purpose of presenting and discussing research results or creative work. This program will not fund travel for invited lectures, meetings or local conferences organized around an invited lecture. An invited lecture has a much more limited audience than a national or international congress and primarily benefits the students and faculty of a single institution. Grants may be made for travel to present works of art or to present other forms of creative expression but only for the initial presentation of such creative endeavor. Travel to conferences related to non-presenter roles, e.g. conference or session chair, panelist, convener, moderator, discussant, etc., will be funded only in exceptional circumstances, where such appearance is demonstrably important to the campus research program, involves high scholarly significance, and is scheduled for a major national or international forum. Faculty travel grants for conference presentations are limited to one domestic trip per fiscal year. Every other year funding for an overseas trip may be requested in lieu of domestic travel. Domestic award locations include Canada and Mexico, in addition to US travel.

  - **Intercampus Travel**

    Intercampus travel grants are intended to support faculty use of library and research facilities at locations within California, including UC campuses and labs. The funds are not to be used to pay for travel related to instructional purposes. The application for the intercampus travel grants is submitted through the Academic Senate website using the faculty travel

grant form, found under the Research and Travel Grants section of the Academic Senate website. Eligible faculty may apply for a maximum of two awards for intercampus trips per year.

- **Travel for Your Graduate Students**

  Graduate students at any level may apply to the Academic Senate for funds to support one research trip per year to an institution inside the state of California, including both UC and non-UC destinations. If one of your advanced graduate students is invited to present a paper at a conference or perform at a prestigious venue, he or she can apply for funding through the Graduate Council. There is no set deadline for either of these awards; earlier applications have a higher rate of approval.

- **Research in Washington, D.C.**

  The University of California has extended its mission of service, teaching and research to the Nation's capital. The UC Washington Center is a multi- campus residential, instructional and research center that provides students and faculty from the University of California with opportunities to research, work, study and live within rich cultural, political and international heritage of our capital city. Faculty may teach regular UC classes, in close proximity to governmental agencies, museums and archives useful for research. For more information on this program, contact the
  UCDC Advisory Committee via the College of Letters & Science by visiting their website.

- **Technological Support**

  Technological support at UCSB is provided by various central and decentralized offices. For instructional computing, see the section on "Teaching." A list of the various centralized offices can be viewed on the UCSB Computing Resources website. For the latest information on computers available for your research, talk with other faculty whose research computer needs are similar to yours, or with departmental staff.

- **Specialized Assistance**

  - **Statistics**

    If your research involves use of statistics, you can get help in interpretation from the Statistical Consulting Lab, a service provided through the Department of Statistics & Applied Probability. This service is available for faculty and graduate student research as well as to the general public.

  - **Campus Veterinarian**

    The Campus Veterinarian is available for consultation on any animal use

matter, including laws and regulations, animal models, anatomy and physiology, anesthetic/analgesic and other drug use, etc. The Campus Vet pre-reviews all animal care and use protocols and is a voting member on the Institutional Animal Care and Use Committee.

- **Environmental Health and Safety (EHS)**

  Staff in Environmental Health and Safety (EHS) will assist you in assuring safety during research and instruction, in resolving personal concerns about the safety of work and study space, in providing information on proper emergency response and preparedness procedures, in providing training for you and those you supervise in the safe handling of dangerous materials, and complying with legal guidelines for the handling and disposal of chemicals and radioactive substances.

  You must seek formal approval for use of radioactive materials or radiation producing machines, use of biological materials considered biohazardous, or for any significant modifications to building infrastructures. It is prudent to involve EHS early in the planning stages for laboratory setup, and in the training of laboratory personnel. You must inform EHS if you work with high pressure systems, lasers, or other non-ionizing radiation producing devices. Hazardous waste must be disposed of through EHS. EHS routinely contacts new lab faculty for a one-on-one orientation in which these kinds of issues are reviewed.

  If your research involves use of scuba divers, you need to go through the appropriate online training module, complete the requested assignments, and have it documented. EHS can advise you on the safety training regulations of both divers and boat operators.

- **Library**

  - **Collections**

    The UCSB Library's print and electronic collections support an academic community of 25,000 undergraduates, graduate students, postdoctoral fellows, researchers, and faculty; more than 60 academic departments and programs; and more than 100 campus interdisciplinary research institutes and centers. Subject-specific collections include Art, Curriculum Resources, East Asian, Ethnic & Gender Studies, Government Information, and Sciences & Engineering.

    The Map & Imagery Laboratory contains collections of maps, aerial photography, satellite imagery, and other spatial data. Special Research Collections (3rd floor) houses the unique and rare treasures of our Library and is internationally recognized for its collection of wax cylinders and performing arts collections. Other highlights of Special Research Collections include fine press and artists' books, the California Ethnic &

Multicultural Archives, the American Religions Archives, Santa Barbara History Collections, and the University Archives.

The Music Library supports academic programs in music. Special materials include more than 60,000 sound recordings and a collection of music scores. Through the UCSB Library website, University faculty, students, and staff can access online catalogs, article indexes, full-text journal articles, electronic books, and other scholarly resources from anywhere in the world. Log in remotely using your UCSB NetID and password.

- **Services**

Course Reserves

Faculty members can place course materials on reserve to ensure that all students in their classes have access to them. Electronic Reserves allows multiple students enrolled in a class to log on to password-protected course pages. Requests for print materials to be placed on Course Reserves should be submitted one month before the beginning of the academic quarter. Electronic Reserves are typically posted within four business hours after submission. For more information, visit the Course Reserves website.

Instruction

To promote information literacy among all students, the UCSB Library works in collaboration with faculty and teaching assistants to offer a range of instruction services, including for-credit INT courses and class- and assignment-based Library research sessions.

Interlibrary Loan (ILL)

Faculty may use Interlibrary Loan (ILL) to request items from other libraries if UCSB does not own the item, or if our local copy is checked out. Requests can be made through UC-eLinks or Melvyl, or by going to the ILL website.

Library Catalog

Log in to your Library account from any page on the Library website to see what books you have checked out, to renew books, and to update your account information. Your Library account number is located at the bottom of your Access card or Library card.

Melvyl (WorldCat)

The Melvyl catalog, accessible via the UCSB Library website, contains records for materials held by all UC libraries and by libraries worldwide. Interlibrary Loan requests can be placed directly from search result screens in Melvyl.

Scholarly Communication Program

Librarians can help faculty navigate and manage the ever-changing scholarly publishing landscape. Make an appointment to learn more about the UC Open Access Policy and Open Access Fund, how to create a data management plan, or manage your intellectual property. For moer information, visit the Scholarly Communication Program website.

Social Sciences Data Lab

The UCSB Library Social Sciences Data Lab offers support in locating and accessing secondary data sources for research purposes. For UCSB affiliates, the Lab, located on the 8th Floor of Davidson Library in Room 8539, provides a space for research consultations and access to workstations for viewing and using data resources.

Subject Librarians

Subject librarians oversee the development of a particular subject area and are always happy to talk with faculty, both to orient you to what is already available and to hear your suggestions for new acquisitions. Check this list for the name of the specialist in your area.

- **Facilities**

Lockers

Small book lockers on the 4th, 5th, 6th, and 7th floors are available to currently enrolled graduate and undergraduate honors students and faculty. Lockers requests can be made online.

Summit Café

Located on the 1st Floor Mountain Side of the Library, the new sit-down area offers a full-service coffee bar, refrigerated lunch items, snacks, and study supplies. ***Coming Soon: 150,000 square feet of new and renovated Library space.***

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 three kinds of committees: departmental committees, Academic Senate committees, and administrative committees.

Academic departments vary in number and makeup of the committees by which they transact business, but most departments have standing faculty committees to deal with curriculum, undergraduate and graduate affairs, and academic personnel decisions. Some have 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 for service. Discuss with your department chairperson about becoming involved early in department governance.

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.

One of the most important committees is the Committee on Committees. Its members are elected by the faculty, and its function is to name faculty to serve on both Senate and administrative committees. Some Senate committees meet only once or twice a year; others meet weekly or biweekly. Assignments to committees with heavy workloads are usually recommended only for faculties who have already achieved tenure. Some Senate committees may be appropriate for junior faculty service, however. Discuss this issue with your department chair.

Administrative committees are usually appointed by the chancellor or by one of the vice chancellors and 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. For a list of administrative committees and their functions, contact the Office of Budget & Planning. Service on administrative committees may be helpful to some junior faculty, especially if their research interests can be developed or enhanced by understanding the role of the committee.

- **Service to Your Discipline**

  You serve your academic discipline by agreeing to participate in conferences, by planning events that bring outstanding scholars to UCSB, 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**

  Occasionally, faculty research lends itself to immediate transfer to society through 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.

  The Office of Public Affairs and Communications (OPAC) is the campus agency responsible for generating media coverage of faculty and institutional news and achievements. OPAC would like to be informed when you win major (national or international) awards or honors, publish new books, present newsworthy research papers, etc. For a list of key contacts, visit the OPAC website.

  The UCSB Speaker's Bureau operates through the Community Relations section of Institutional Advancement. The Speaker's Bureau publishes a directory of faculty and staff who volunteer to address groups in the Santa Barbara area on topics of general interest. While the technical details of your research may not be appropriate for the local Rotary or Lions Club, how you organize your fieldwork or your experience conducting research in a foreign country could be. The University sponsors the Speaker's Bureau in the interest of building cordial relationships with the local community, and encourages your participation.

- **Service on the State and National Levels**

  One of UCSB's long range academic objectives is "to increase the influence of UCSB faculty on national research agendas through such activities as service with research agencies, appointment to national task forces, and testimony before congressional hearings." UCSB will make every effort to accommodate schedules for faculty who are invited to perform such service.

- **Faculty as Referral Agents**

  You will recognize that some students have problems with study habits or writing skills which must be addressed for their success at the university level. Other students may come to you seeking advice on personal problems or for help with academic problems they have identified on their own. You may refer these students to a wide variety of campus agencies, most of which are supported by the students' registration fees and are available at little or no charge. Contact any of the offices listed below if you have detailed questions about their areas of service.

- **Academic Advising**

  If undergraduate students are unsure of their requirements for the major, they should consult the department's undergraduate adviser or the college undergraduate office. For questions about general degree requirements, they may consult advisers in their college office.

  Graduate students are expected to meet with the department's faculty graduate adviser regularly to ensure that they are passing degree milestones at an expected rate.

- **Associated Students (AS)**

  All undergraduates belong to AS. AS sponsors the Bike Shop, AS Publications, the Legal Resource Center, Notetaking, and a wide range of student government activities.

- **Campus Learning Assistance Service (CLAS)**

  CLAS offers four categories of free tutorial services: Tutorial Groups, Drop-In Tutorials, Skills Workshops, and Individual Appointments.

  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.

  Individual Appointments are thirty- to sixty-minute one-on-one sessions with CLAS writing and study skills specialists and tutors.

  These services are organized in the following three categories:

  - Writing, ESL, and Foreign Language Program
  - Math-Science, Bio-Chem & Econ Programs
  - Academic Skills Program: Workshops and Individual Appointments

  CLAS provides some individual tutoring to students referred by the Intercollegiate Athletics Department or by the Disabled Students Program. Also, students who would like to hire a private tutor can receive referrals from CLAS coordinators.

- **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 escort service is to provide a safer mode of transportation through campus and Isla Vista. The escort service is based on the "buddy" system which is to simply provide another person to travel with you to your destination.

- **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.

- **Disabled Students Program (DSP)**

  This service can help either permanently or temporarily disabled students get the assistance they need to continue in school whether it is equipment, transportation, or personalized academic assistance such as readers, note takers, or sign language interpreters. Students with hidden disabilities (e.g. learning disability, attention-deficit hyperactivity disorder, diabetes, epilepsy) should present documentation from DSP to you if they request additional time on examinations or other academic accommodation.

- **Education Abroad Program (EAP)**

  Students who wish to attend UC study centers overseas can do so through EAP. The information office for students is located on campus and the UC system-wide administrative office for EAP is located off-campus in Goleta. Be aware that the campus office, not the system-wide office, is the primary screening agency for UCSB applicants.

- **Educational Opportunity Program (EOP)**

  EOP has components for several ethnic groups: American Indian, Asian American/Pacific Islander; Black and White; Chicano and Latino. These components offer a variety of support services to ease students' transition into college, and to encourage them to finish.

- **English for Multilingual Students (EMS)**

  Students for whom English is not the native language and for whom communication in English is difficult can get help from EMS. EMS classes are particularly helpful for international graduate students who need better English skills to qualify for teaching assistantships.

- **Financial Aid**

  The Financial Aid office determines student eligibility to receive need-based financial aid, and disburses aid. Questions about grants, loans, work-study and veterans' benefits should be directed there. For graduate students, the Graduate Division's website on financial support is also a source of information.

- **Graduate Division**

  Graduate student services that are headquartered here include: peer advising, academic grievance counseling, intercampus exchange for study on another UC campus, fellowships and financial support, fees offset for student employees, transfers to other degree programs, degree checks, and general support. In addition, students can make contact through the Graduate Division with several mutual support and self-help groups, such as those for persons writing theses and dissertations, ethnic minorities, women, and gay and lesbian graduate students.

- **Housing and Residential Services**

  Housing and Residential Services has information on residential halls, campus-owned apartments, and private rentals in the community. In addition to listings of vacancies, roommates wanted, and exchanges of services for room and board, the Community Housing Office can provide information on lease negotiation, guides to which rental agencies are most responsive to student needs, and a service to videotape apartment condition on move-in and move-out to be used in case of disputes over cleaning deposits.

- **International Students and Scholars Office (OISS)**

  OISS sponsors activities to assist international students in making connections among themselves and in accommodating to US culture. OISS also provides immigration and visa counseling for international faculty and students. This office has outreach programs to the Santa Barbara community to match students to local families for home visits (especially around holidays). It sponsors conversation groups led by English speaking volunteers for students and/or spouses.

- **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.

- **Registrar**

  Office of the Registrar enrolls students in classes and maintains records of a student's academic activities. The office has sections for student and faculty relations, academic records, systems operation, and department administration.

- **Sexual Harassment**

  UCSB is committed to creating and maintaining a community free of all forms of exploitation, intimidation, and harassment, including sexual harassment. Therefore, the University provides state-mandated sexual harassment prevention training for all supervisors and faculty members, as well as elective training for non-supervisory staff and students. In addition to training, several offices have people available to discuss issues related to sexual harassment: the Women, Gender, & Sexual Equity Department, Counseling and Psychological Services, the Office of the Ombuds, Graduate Division, and the Office of Equal Opportunity & Sexual Harassment (OEOSH).

- **Student Grievances**

  Students who allege discrimination, based on race, color, religion, national origin, sex, handicap, sexual orientation, age, or who allege violations of university policies regarding student privacy rights; may file a formal grievance with the Office of the Vice Chancellor for Student Affairs within 90 days of the grieveable action. A copy of the full grievance procedure can be viewed here.

- **Student Health Services (SHS)**

  Student Health Services offers all registered students a full range of outpatient health services, including dental, vision, medical, gynecology, and physical therapy. These services are available at low costs throughout the quarter. SHS also sponsors several health education classes and clinical services on a variety of topics including sexuality, alcohol and other drugs, eating disorders, nutrition and more.

- **Women, Gender, & Sexual Equality Department**

  The Women, Gender, & Sexual Equity Department uses a feminist approach to provide support, advocacy, resources and education to the UCSB community. They value and respect all genders, bodies, sexual orientations, and racial and ethnic identities. They work towards creating a campus environment that is safe, equitable, and just. The Women, Gender, & Sexual Equity Department schedules general programs, art shows, and lectures on campus.

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 system wide faculty, and the Red Binder for academic employees at UCSB. 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 are appointed for two-year terms, renewable following positive reviews for a maximum of eight years total. Ordinarily, an assistant professor will be reviewed for promotion to associate professor with tenure 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.

- **Review Process**

  - **Frequency of Reviews**

    University of California faculty, at all ranks and step, undergo reviews for merit increases on a regular schedule. Assistant professors are on a two-year cycle. In addition, assistant professors undergo a mid-career assessment during year four and a full review for tenure evaluation, usually during year six. You can request an earlier review (an acceleration) if you think your record warrants it. Time may also be excluded from the tenure clock in certain circumstances (Red Binder VI-1, II). Tenured faculty also undergo full career reviews when they seek advancement to professor, professor step VI, or professor above scale. The review time at each step varies, Associate Professors are reviewed every two years and Full Professors are eligible for a review every three years and four years when at step IX. Similar to above a faculty member can request an earlier review (an acceleration) if you think your record warrants it.

  - **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 ample and accurate records of all your professional activities so that your merit or promotion file is as complete as possible. Many faculty keep an easily accessible file or bin 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 file 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 can not 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 the Red Binder I-1.

- **Ranks and Steps**

There are three ladder faculty ranks with various steps in each rank: assistant professor, steps II-V, associate professor steps I-IV, professor steps I-IX and Above Scale. In routine merit reviews which represent a one-step advancement to the next salary step, the personnel files pass from the department to the dean of the relevant college or division for final decision (unless the merit it to a "special step"). For reviews involving anything other than a one-step advancement, including advancement to a new rank (a promotion), an accelerated advancement, or a career review is required. 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 puts its rationale in writing before sending the file to the next step, which is dependent upon the approval authority (see Red Binder I-1). Only materials in the file are considered in making 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 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. At UC, "redaction" means the writer's name, title, institutional or organizational affiliation, and relational information contained below the signature block is removed from the document. The text itself is left unchanged. Once the review process is complete, the candidate may also ask to receive a copy of on-campus reviews' 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 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). 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 (both experts who know your work well, and professional or personal antagonists who should not be asked because they might evaluate your work unfairly) to comment on your scholarship, 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 whole department votes, or only faculty senior to you. You will be informed of the nature 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 a reasonable 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? At UC, four criteria are considered: 1) teaching, 2) research or other creative achievement, 3) professional activity, 4) University 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.

  - **Teaching**

    A summary of student evaluations of your courses must be included in both merit and tenure review files. If early evaluations are poor, 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.

    Your file must also contain evaluation of your teaching from at least one other source. This source may be chosen from among the following: student written comments, departmental colleagues, other faculty, alumni, your own self-assessment, or other appropriate sources of information. Ask your department chair what the traditional source is for your department.

    Lists of all the courses you have taught will be available from the department. Check to be sure that the list is accurate, and that your name appears on any courses which you team-taught with others. If you worked on the curriculum committee, developed new courses, or tried innovative technologies to deliver course material, those facts should be noted in your teaching record, as should any formal teaching awards or nominations. Evaluation of your record in teaching should include mentoring of graduate and undergraduate students, the number and quality of theses and the dissertations you direct, the number of graduate committees you serve on, job placements for your former students, student publications either independently or jointly with you. If you believe the university's standard

method of presenting documentation for teaching effectiveness does not represent your record well, discuss with the chair the possibility of including additional materials.

- **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. For the full tenure review, you will provide copies of all your publications over your entire academic career.

  If your field is one in which scholarship is usually disseminated through publication of books, consider presenting a portion of your research through journal articles or at scholarly conferences fairly early in order to generate both visibility in the scholarly community and valuable criticism which you can use to guide further development of your book. 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 one which traditionally disseminates its research findings 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 weighty 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**

Faculty are under constant time constraints. Assistant professors are reviewed every two years and the file for your first review will be compiled on work completed in only your first year; the formal appraisal in year four is based on your first three years' work. The tenure/promotion clock starts ticking 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. At appropriate times for your discipline,
build in sabbatical leave or career development time for major research or writing efforts. 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 positive percentage 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. 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 web-site at or the UC At Your Service portal. You may also wish to attend one of the benefits orientations which Human Resources conducts regularly for new employees.

Benefits for faculty's special circumstances are outlined in the Academic Personnel Manual Chapter V, with section numbers in the 700s. The paragraphs below cover the most commonly asked questions. Consult the APM or your department's business manager for answers to your particular concerns.

- **Pay Schedule**

  Faculty are appointed for a nine-month period, but payment is spread over 12 months in a fiscal year, beginning July 1. 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. This type of additional professional activity is subject to annual 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 either sick leave or vacation credits. You are paid based on your job, not on a specified number of hours. 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**

  Female 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 either 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.

- **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. For more information, please visit the Bicycle Program website.

- **Cash and Cash Substitutes**

  With university identification, you may cash checks at the Cashier's Office. Staff only may cash their personal check here for a .50-cent charge. The maximum amount is $200 per day. Please present staff card and picture identification.

  There are ATMs in the University Center and next to the Arbor that accept several different bank and credit cards for cash withdrawal.

  You may use the campus debit card, called "Access," to pay for purchases from venders such as food service, campus post office, and the UCSB bookstore. After you open an Access account at the UCen cashier with a deposit, you receive a card with your account's balance electronically encoded. With each purchase you make, the vender deducts the amount of your purchase from the balance. If you wish, you can arrange for payroll deductions straight to your Access account. For more information, visit the Access card website.

  As a university employee, you are entitled to a corporate Visa card should you wish to receive one. You are responsible for all charges to your account, but there is no yearly fee to individuals. Discuss details with your department's business officer.

- **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. Infant and toddler classrooms care for children ages 3 months to 3 years in small, intimate groups.

  These classrooms provide children with primary caregivers and a gentle loving environment. Children 3 to 5 years of age are cared for in mixed-age classrooms. The relationships within the classroom community both with peers and teachers are valued. All classrooms offer a rich variety of spaces, materials and activities organized to promote children's active exploration and allow for mastery in all realms of development: social, emotional, physical, cognitive and creative.

  The goals of the program reflect an abiding sense of respect for all children, their unique cultures and individual development. Close ties with families are valued to ensure the best quality care possible. Parents are encouraged to be active in the program by serving on the Parent Council, spending time in their child's classroom, attending parent education meetings, joining support groups and most of all, communicating on a regular basis with their child's teacher. In addition, resource and referral services are available to all University families for individual family needs.

  Interested parents are advised to put their child's name on the waitlist and ask about our tuition subsidies for low-income families.

  The Recreation Center offers a wide variety of high quality of summer day camps for children. Please visit UCSB's summer camp website for available activities.

- **Faculty Club**

  The Club at UC Santa Barbara is the living room of the campus where faculty and staff, notable visitors from all over the world, and members of the community come to relax, socialize, dine and conduct business.

  For nearly 50 years, the iconic Charles Moore building has served as a core institution of UCSB; however, as the University has matured, the needs placed upon the building have expanded.

  In partnership with Housing & Residential Services, The Club is pleased to announce it began an extensive renovation in late fall 2014, with anticipated reopening spring 2016. Boasting a modernized design by acclaimed architect Moore Ruble Yudell, with increased dining and meeting space capacity, outdoor terrace and 30-room guesthouse expansion, The Club's revitalization promises to create an even more inviting resource for its members, the UC Santa Barbara

campus and greater community.

Currently, The Club dining room and guesthouse are closed; however, a satellite office remains open and The Club is offering fine-dining luncheon service in a partitioned section of the University Center for the 2014–2016 academic years. Visit Dining for more information.

- **Dining Services**

  The University Center Dining Services has a variety of dining options located around campus to meet the needs of the campus community. They offer everything from breakfast service to grab-and-go in the convenience store and full service catering.

- **Mail and Telephones**

  Campus Mail Services is for communications related to University business. Most departments get one pickup and delivery per day. Department staff distributes the mail to individual faculty mailboxes. Addresses for inter-office mail should include only the name, department, and mail code of the recipient, not the room number or building. Your department will have a box for outgoing interoffice mail (usually in envelopes which are recycled) and one for pickup of mail destined for the regular postal service. The University's mail system should not be used for personal, non-university related business; it will be sent back to you and delay the process. For off-campus mail, affix a stamp and drop mail in one of the following postal service boxes: outside Cheadle Hall; on the bus circle; or in the branch post office in the University Center, where you can also buy stamps and mail packages. There are FedEx drop box locations near Cheadle Hall and the Materials Research Lab. Accounts with other outside mail carriers vary by department and should be discussed with your business officer.

  The University's prefix for all telephones is "893-." The four-digit extension which follows can be dialed without the prefix from on-campus phones. If you wish to dial outside the 893 exchange, dial "9" first for a general telephone line, and dial the number. Note this "9" for an outside line means that the universal emergency number must become 9-911 from a campus phone. Do not charge personal long-distance calls to university telephones; use your calling card or cell phone. Some departments will provide special calling cards for recharging phone calls to research grants. Department practices vary widely regarding phone service; discuss your department's policy with the chairperson or staff business manager.

- **Housing**

  The Director of Faculty Housing is responsible for arranging sales of university-built faculty housing to qualified buyers, when such units are available. The Director can also provide information on university-assisted loans for first-time home buyers.

The newest development plan for faculty housing is the Ocean Walk at North Campus. Approximately 26 acres, the site is located on the North Campus property, south of Phelps Road and Cannon Green Drive. It is less than three miles from campus, and near both public transportation and bike paths. The site will contain about 161 attached and detached units. North Campus will have a priority list maintained by the AVC for Academic Personnel, where priority will be given to recently recruited faculty who have not yet purchased a home in the area, and is based on recruitment year, earliest to most recent.

Mortgage Origination Program (MOP) loans are available for qualified faculty. The UC loan program provides first deed of trust adjustable rate loans, with up to 40-year loan terms and a maximum loan amount up to 90% of the home value.

Other University owned housing choices available are West Campus and Family Student Housing. For more information on additional kinds of housing near UCSB, please visit the Housing and Residential Services website.

For non-tenured faculty who wish to rent an apartment, limited-term rentals are available in university family housing, where most of the tenants are graduate student families. This office can also provide information packets on the Santa Barbara area for faculty newcomers, and some guidance on neighborhoods for those who will buy housing in the general market. If you are interested in a rental off campus, the Community Housing Office can help you with this.

- **Parking**

UCSB parking policy requires that vehicles parked on campus display a valid UCSB parking permit at all times. Short term permits (such as 3 hour, daily, evening, and weekend) are sold at the Parking Services office (across from Harder Stadium in Lot 30) and from permit dispensers located throughout campus. Faculty are entitled to decals that allow them to park in lots designated "A" and are sold online . One of your department's staff members can provide more information if needed. Be aware that Parking Services patrols the lots and tickets cars that are illegally parked.

The Transportation Alternative Program is part of Parking Services. TAP was developed to provide alternative commuting options for UCSB faculty, staff, and students, striving to conserve energy, reduce campus parking demand, traffic congestion, and air pollution. There are numerous benefits to being part of our Transportation Alternative Program, including reduced carpool permits, vanpools at reasonable rates from northern Santa Barbara County and Ventura, reduced rate MTD bus passes, and free parking.

- **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.

- **PERM Numbers and BARC**

  When students are admitted to the university, they are assigned a permanent number or "PERM" number which identifies them uniquely for a range of purposes including transcripts, fee payments, registration, and grades.

  PERM numbers will appear on your class rosters and other communications from the Registrar. The security and integrity of many university data systems require that you not divulge perm numbers to third parties, nor post perm numbers in public places.

  You will also be assigned a perm number on your first interaction with the university's Billing, Accounts Receivable (BARC) system. BARC is responsible for collecting and depositing money owed to the university: various fees, housing charges, and library fines to name a few.

- **Recreation**

  Santa Barbara's mild climate allows for many faculty and staff to incorporate exercise into their day. The UCSB Recreation Center (Rec Cen) opened in 1995 and has two swimming pools, two gymnasia, two weight rooms, two squash courts and five racquetball courts. The Rec Cen Expansion (Rec Cen II) was approved by students in Spring 2000 and opened in the Spring of 2005. The expansion includes an additional weight room, multi-purpose gym, climbing wall, jacuzzi, pottery studio, classroom and additional locker facilities. Joggers can run on the track near the baseball field or on pathways around the campus and Isla Vista. Please visit the website for more information on reserving tennis courts, membership fees and Leisure Review classes that include everything from aerobics to wine tasting.

- **Safety**

  The UCSB campus is generally considered a safe one. Bike theft is the most common crime. Most offices are equipped with alarm systems to avoid computer theft. If you are the last person out of an office, set the alarm. Do not prop doors open, especially during nights and weekends. Call 9-911 if you see or hear any suspicious activities.

  The Community Service Officer (CSO) escort service is available by simply calling
  893-2000 or the Red Emergency Phones located across campus. CSOs patrol the campus on bicycle, are equipped with a walkie-talkie in contact with the police station, and can escort you to your destination on campus or in Isla Vista during the evening and early morning hours.

- **UCSB Living Well**

  Designed to make wellness a priority, UCSB's Living Well program supports faculty, staff and retirees in their pursuit of a healthy lifestyle by building a culture that values health and well-being. UC Living Well, the university's wellness program, provides activities and resources to help faculty, staff and retirees reach their wellness goals.