



Mary Gilly
Telephone: (510) 987-0711
Fax: (510) 763-0309
Email: mary.gilly@ucop.edu

*Chair of the Assembly of the Academic Senate
Faculty Representative to the Regents
University of California
1111 Franklin Street, 12th Floor
Oakland, California 94607-5200*

December 22, 2014

**SUSAN CARLSON, VICE PROVOST
ACADEMIC PERSONNEL**

Re: Proposed Revisions to APM 133, 210, 220 and APM 760

Dear Susan,

Academic Senate divisions and committees have reviewed proposed revisions to policies related to Stopping the Tenure Clock in APM 133, 210, 220, and 760, and proposed revisions to APM 210-1-d, addressing the role of diversity in the Criteria for Appointment, Promotion, and Appraisal. Ten Senate divisions and four systemwide committees (UCAF, UCFW, UCORP, and UCPT) submitted comments. A summary follows, and all comments are enclosed.

Stopping the Clock

Council strongly supports the amendment to 133-17-g-j expanding the permitted reasons for stopping the eight-year service limitation "tenure clock" to other personal circumstances that may impede the faculty member's duties or timely research progress. Council also supports the related amendments to APM 210-1-c, APM 220-18-b, and APM 760-30-a. As you know, UCFW first suggested these provisions, and I want to thank you for responding to the Senate with this substantial new policy.

Senate reviewers did, however, identify a few specific issues that require clarification, including a suggestion that the policy include explicit language stating that it applies to a blended family. I encourage you to refer to the attached review documents for more details. Finally, to echo the Berkeley division, we urge that notice of the policy change and clear procedures for claiming and recording exclusion from service limitations be developed and widely distributed among the faculty.

210-1-d. Criteria for Appointment, Promotion, and Appraisal

Senate reviewers expressed general support for the aims of the revision to APM 210-d-1, but differed about the extent to which the revision actually meets those aims. As a result, Council is unable to endorse the revisions as written.

UCAP and UCAAD's revision to APM 210-d-1 was intended to address confusion about how to interpret its provision regarding the role of contributions to diversity and equal opportunity in the academic personnel process. In general, Senate reviewers agree that the revisions are intended to clarify that while the academic personnel process should evaluate and credit faculty contributions to

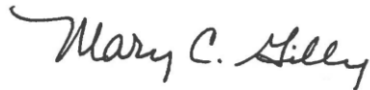
diversity and equal opportunity on the same basis as other contributions, those contributions should not constitute a “fourth leg” of evaluation in addition to teaching, research and service.

Several reviewers note, however, that the new third sentence is unclear and could suggest that diversity contributions do constitute a fourth leg of evaluation, and are a necessary component of a strong file. Some are also concerned that the revision intrudes on academic freedom by seeming to elevate one type of research, teaching, and service activity over others and granting it preferred status in the academic personnel process. Others note that the language is not intended to prefer any form of scholarship over another but to clarify the importance of valuing and crediting meritorious contributions that work to reconcile inequalities, which have been historically undervalued and marginalized.

Council agreed that it is better to keep the existing language until faculty can agree on improved wording that clarifies at least some of these significant issues. The systemwide response was strongly positive about the aims of the revision, so Council will be discussing how to proceed at our January meeting. It would be very helpful if at that meeting you could provide us with feedback from other reviewers.

Thank you for the opportunity to review and comment. I also want to express my appreciation to you for agreeing to the Senate’s request to postpone the review to the current academic year. Please do not hesitate to contact me if you have further questions.

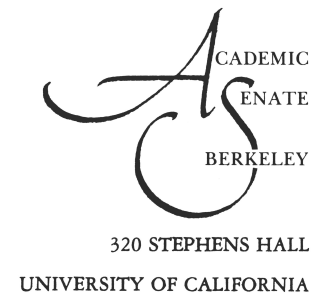
Sincerely,

A handwritten signature in cursive script that reads "Mary C. Gilly".

Mary Gilly, Chair
Academic Council

Encl.

Cc: Academic Council
Executive Director Baxter
Policy Manager Lockwood
Senate Executive Directors



December 1, 2014

MARY GILLY
Chair, Academic Council

Subject: Proposed revised Academic Personnel Manual sections 133-17-g-j; 210-1-c&d; 220-18-b; and 760-30-a

Dear Mary,

On November 3, 2014, the Divisional Council (DIVCO) of the Berkeley Division considered the proposed revisions to the Academic Personnel Manual sections cited in the subject line, informed by commentary of our divisional committees on Budget and Interdepartmental Relations (BIR); Diversity, Equity and Campus Climate (DECC); and Faculty Welfare (FWEL). DIVCO endorsed the proposed revisions.

BIR and DECC noted the following points in their respective commentary.

With respect to Draft APM 133-17-g-j, APM 210-1-c, APM 220-18-b, and APM 760-30-a, BIR noted:

All respond to real-life circumstances that might hinder progress toward promotion; we warmly support these humane extensions to the provisions of the APM.

We note that none of the conditions included in the proposed changes, excepting childbearing and childrearing, will automatically “stop the clock,” and so we urge that clear procedures for claiming and recording exclusion from service limitations be developed and widely proliferated among the faculty.

DIVCO agrees that the development of campus-level procedures will be critical to the successful implementation of the revised provisions.

DECC identified the following two concerns:

| Suggested wording for APM 133, section h: the concern is that there is an absence of explicit language providing for a distinction between the types of leave, for a maximum of three times. Essentially, there should

be a difference between three leaves without pay and three leaves with pay, or partial pay, etc..

| There should be a mechanism that if a faculty member exceeds the three leave limit, they should be able to petition to an appeals board within the university.

Sincerely,



Panos Papadopoulos
Chair, Berkeley Division of the Academic Senate
Chancellor's Professor of Mechanical Engineering

|

|

Cc: Barbara Spackman, Chair, Committee on Budget and Interdepartmental Relations
Donna Jones and Christine Wildsoet, Co-chairs, Committee on Diversity, Equity, and Campus Climate
Calvin Moore and Mark Gergen, Co-chairs, Committee on Faculty Welfare
Janet Broughton, Vice Provost for the Faculty
Aimee Larsen, Manager, Committee on Budget and Interdepartmental Relations
Diane Sprouse, Senate Analyst, Committee on Diversity, Equity, and Campus Climate
Anita Ross, Senate Analyst, Committee on Faculty Welfare



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December 1, 2014

MARY GILLY, CHAIR

UC Academic Council
1111 Franklin Street, 12th Floor
Oakland, California 94607-5200

RE: UC-Wide Review – Proposed Amendment of APM 133, 210, 220 and 760

The proposal to amend APM 133, 210, 220 and 760 was forwarded to all Davis Division of the Academic Senate standing committees and school/college Faculty Executive Committees last spring and review was extended into fall quarter 2014. Responses were received from the Committees on Affirmative Action and Diversity, Committee on Academic Personnel – Oversight Subcommittee (CAP), and Faculty Welfare as well as the Faculty Executive Committee of the College of Letters and Science and Biological Science.

The proposed amendments of APM 133, 220 and 760 were supported. It was noted that on page 5 of the draft of APM 133. In the last sentence on the page, it should read "his or her research activities". The "or her" is missing.

The proposed amendment of APM 210 was not supported by a majority of respondents. The proposed wording of APM 210-1-d was found ambiguous. CAP's response summarizes the issue:

"APM 210-1-d contains wording that we find ambiguous. The third sentence is unclear. It appears to suggest that a fourth category of evaluation is to be initiated "*They should be given the same weight in the evaluation . . . as any other contribution in these areas*". But this is clearly not what is meant, as the rest of the paragraph makes clear. "These areas" (above) must refer to teaching, research and service, and the sentence must intend to say that diversity contributions *within* each of teaching, research and service are to be given the same weight as other components. But the point is still not clear. The same weight as what, exactly? As, perhaps, high scores in teaching evaluations, or as developing new courses, or as serving on a time-consuming committee, or as publishing in a top journal or with a top press? How can anything be given the "same weight" as anything else, in some a priori way, given that all contributions may not be equally important, that the weights ascribed to criteria vary according to a candidate's appointment title (s), and that the personnel process requires CAP's judgment about the relative "weight" of everything, both within each category and between them? Attempting to prescribe in the abstract how much something is to be weighted pre-empts the judgment CAP is supposed to be making.

Since this sentence only adds confusion, we recommend deleting it completely. The rest of the paragraph adequately covers the issue.

In the final sentence, the word “diverse” is ambiguous and unnecessary. The point is surely that mentoring of all faculty and students is to be encouraged and recognized. By definition this will include e.g. underrepresented minority (URM) faculty and students. The deletion we suggest avoids the (surely unintended) impression that only mentoring of URM faculty and students is to be recognized.”

The Committee on Affirmative Action and Diversity supported amendment of APM 210 as submitted.

The Davis Division of the Academic Senate supports the proposed amendments to APM 133, 220 and 760 after correction of the type noted in the APM 133 draft. The Davis Division of the Academic does not support the proposed amendment to APM 210 as written.

Sincerely,



André Knoesen, Chair
Davis Division of the Academic Senate
Professor: Electrical and Computer Engineering



Office of the Academic Senate
307 Aldrich Hall
Irvine, CA 92697-1325
(949) 824-2215 FAX

December 9, 2014

Mary Gilly, Chair, Academic Council
1111 Franklin Street, 12th Floor
Oakland, CA 94607-5200

**RE: Systemwide Review of Proposed Revision to the Academic Personnel Manual
APM 133-17-g-j, Limitation on Total Period of Service w/Certain Academic Titles
APM-210-1-c & d, Review and Appraisal Committees
APM 220-18-b, Professor Series
APM 760-30-a, Family Accommodations for Childbearing and Childrearing**

Dear Mary:

At its meeting of November 18, 2014, the Irvine Divisional Academic Senate reviewed the proposed revisions to the APM sections listed above. These proposed changes to four separate APM sections result from two substantive issues: revision of language on evaluation of contributions to diversity, and revision of language on extending the eight-year limitation on service. The Council on Faculty Welfare provided the attached comments.

The Cabinet agreed that the changes were reasonable. At a subsequent meeting on December 2, Cabinet briefly discussed issues raised by San Diego Division Faculty about the specific language in APM 210, and its possible interpretation. Opinions on the issue varied. Some felt that the language is still sufficiently vague that it would not negatively impact the review process. Others thought that the language inappropriately singled out one broad area of research for special consideration.

The Irvine Division appreciates the opportunity to comment.

Sincerely,

A handwritten signature in black ink, appearing to read "Bill", with a stylized flourish underneath.

William Molzon, Senate Chair

c: Hilary Baxter
Executive Director, Academic Senate

November 13, 2014

**WILLIAM MOLZON, CHAIR
ACADEMIC SENATE – IRVINE DIVISION**

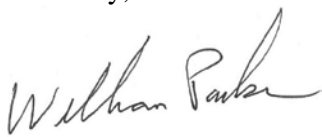
**RE: SYSTEMWIDE REVIEW OF PROPOSED REVISIONS TO THE ACADEMIC
PERSONNEL MANUAL FOR:**
APM 133-17-g-j, Limitation on Total Period of Service w/ Certain Academic Titles
APM -210-1-c & d, Review and Appraisal Committees
APM 220-18-b, Professor Series
APM 760-30-a, Family Accommodations for Childbearing and Childrearing

The Council on Faculty Welfare, Diversity and Academic Freedom (CFW) reviewed the proposed revisions to the four APMs at its meeting on November 10, 2014. The revisions were focused on the following issues: 1.) Evaluating Contributions to Diversity, and 2.) Extending the Eight-Year Limitation on Service.

The Council agreed that the proposed revisions were of a technical nature, clarified the language as intended, and were found to be reasonable. No objections or recommendations for changes were identified.

CFW appreciates the opportunity to comment.

Sincerely,

A handwritten signature in cursive script, appearing to read "William Parker".

William Parker, Chair
Council on Faculty Welfare, Diversity, and Academic Freedom

c: Alan Terricciano, Senate Chair-Elect
Luisa Crespo, Executive Director
Wendy Chamorro, Senate Analyst

December 11, 2014

Mary Gilly
Chair, UC Academic Council

Re: Proposed Revisions to Academic Personnel Manual (APM) Sections 133-17-g-j, 210-1-c & -d, 220-18-b and 760-30-a

Dear Mary,

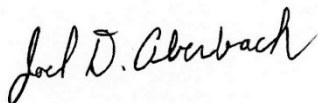
The Executive Board of the UCLA Academic Senate discussed the proposed revisions to APM 133-17-g-j; APM 210-1-c & -d; APM - 220-18-b; and APM - 760-30-a at its meeting on December 4, 2014. The individual responses from our various committees are available [online](#).

The Board itself raised no objections to the revisions of APM 133-17. Some members noted the Committee on Academic Personnel suggestion that such requests should be handled by the Vice Chancellor of Academic Personnel on a case by case basis. It was clarified that the Chancellor (or VC, as designee), and not the Senate, holds the authority to grant such requests.

In general, the Board found the revised language in APM 210 acceptable; however, some commented on language in the cover letter and were troubled by differences between the language there and the actual provisions in the APM 210 proposal. Also, under 210-1-d, the Board felt that the reference to "California's diverse population" was too narrow and recommended changing to "a diverse population."

Please feel free to contact me if you should have any questions.

Sincerely,



Joel D. Aberbach
Chair, Academic Senate

cc: Dan Hare, Vice Chair, Academic Council
Hilary Baxter, Executive Director, Systemwide Academic Senate
Todd Giedt, Associate Director, Systemwide Academic Senate
Michael LaBriola, Principal Policy Analyst, Systemwide Academic Senate
Linda Mohr, Chief Administrative Officer, UCLA Academic Senate

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OFFICE OF THE ACADEMIC SENATE
JIAN-QIAO SUN, CHAIR
senatechair@ucmerced.edu

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5200 NORTH LAKE ROAD
MERCED, CA 95343
(209) 228-7954; fax (209) 228-7955

December 10, 2014

To: Mary Gilly, Chair, Academic Council

From: Jian-Qiao Sun, Chair, Division Council

Re: Systemwide Review of Proposed Revised Academic Personnel Manual (APM):

1. Section 133-17-g-j, Limitation on Total Period of Service with Certain Academic Titles,
2. Section 210-1-c & d, Review and Appraisal Committees,
3. Section 220-18-b, Professor Series, and
4. Section 760-30-a, Family Accommodations for Childbearing and Childrearing

Dear Mary,

The Merced Division standing and executive committees reviewed proposed changes to APM 133, 210, 220 and 760. Responses were received from the Committee on Academic Personnel (CAP), the Faculty Welfare Diversity and Academic Freedom Committee (FWDAF), the Graduate Council (GC) and the School of Social Sciences Humanities and Arts Executive Committee. In general committees favored the proposed changes with FWDAF noting the changes will enhance faculty welfare and diversity. Specific comments on the topics addressed in the revisions are included below.

Section 133-17-g-j

Although CAP believes that the proposed revisions do not have a significant impact on CAP's function, the committee nevertheless expressed concerns with the additional reasons for extending the eight-year tenure clock. In particular, they find the new language regarding proposed revision 133-17-h-2 to be vague (e.g., "close personal connection or interdependence") regarding the kind of relationship between a faculty member and some other person if a stoppage of the tenure clock is to be considered. Furthermore, proposed revisions 133-17-h-3 suggests a stoppage of the tenure clock if faculty members experience significant delays in the provision of research space, facilities, or resources. This situation applies to numerous UC Merced faculty over the course of the campus's history and could, therefore, possibly stop the tenure clock for many of the faculty. CAP urges systemwide to think more about adopting this

language given its potential to significantly alter the time in which tenure is assessed on this campus. FWDAF additionally suggest that the revisions are clarified to state that there is a two-year maximum for stopping the tenure clock.

Section 210-1-c &d

CAP values contributions to diversity in the academic review process, but suggest the proposed revision to APM 210-d be changed to reflect that diversity be given “appropriate” weight in the evaluation of candidates, rather than the “same”.

No additional comments or concerns were expressed concerning Section 220-18-b and Section 760-30-a.

We thank you for the opportunity to opine.

Sincerely,

A handwritten signature in black ink, appearing to read 'Jian-Qiao Sun'.

Jian-Qiao Sun, Chair
Division Council

cc: Division Council
Senate Office

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ACADEMIC SENATE, MERCED DIVISION
COMMITTEE ON ACADEMIC PERSONNEL (CAP)
RAYMOND GIBBS, CHAIR
gibbs@ucsc.edu

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MERCED, CA 95344
(209) 228-4369; fax (209) 228-7955

November 14, 2014

To: Jian-Qiao Sun, Chair, Division Council

From: Raymond Gibbs, Chair, Committee on Academic Personnel (CAP) *Raymond Gibbs*

Re: Proposed Revisions to APM 133, 210, 220, and 760

At Division Council's request, CAP reviewed the proposed revisions to APM 133, 210, 220, and 760. The committee conveys the following comments:

APM 133

Although CAP believes that these proposed revisions do not have a significant impact on CAP's function, the committee has some concerns about the additional reasons for extending the eight-year tenure clock. In particular, we find the new language regarding proposed revision 133-17-h-2 to be vague (e.g., "close personal connection or interdependence") regarding the kind of relationship between a faculty member and some other person if a stoppage of the tenure clock is to be considered. Furthermore, proposed revision 133-17-h-3 suggests a stoppage of the tenure clock if faculty members experience significant delays in the provision of research space, facilities, or resources. This situation applies to numerous UC Merced faculty over the course of the campus's history and could, therefore, possibly stop the tenure clocks for many of the faculty. CAP urges systemwide to think more about adopting this language given its potential to significantly alter the time in which tenure is assessed on this campus.

APM 210

CAP values contributions to diversity in the academic review process, but suggests the proposed revisions to APM 201-d be changed to reflect that diversity be given "appropriate" weight in the evaluation of candidates, rather than the "same".

CAP has no comments on the proposed revisions to APM 220 and 760.

CAP appreciates the opportunity to opine.

cc: DivCo Members
Senate Office

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ACADEMIC SENATE, MERCED DIVISION
COMMITTEE ON FACULTY WELFARE, DIVERSITY & ACADEMIC FREEDOM
RUDY ORTIZ, CHAIR
rortiz@ucmerced.edu

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5200 NORTH LAKE ROAD
MERCED, CA 95344
(209) 228-4369; fax (209) 228-7955

November 21, 2014

To: Jian-Qiao Sun, Chair, Division Council

From: Rudy Ortiz, Chair, Committee on Faculty Welfare, Diversity, and Academic Freedom (FWDAF)

A handwritten signature in black ink, appearing to read "R. Ortiz", is placed below the "From:" line.

Re: Request to Review Proposed Revisions to APM 133, 210, 220, 760

FWDAF reviewed and discussed the proposed changes to APM sections 133, 210, 220, and 760. The committee is in favor of all the proposed changes as they will enhance faculty welfare and diversity. However, FWDAF suggests that the revisions to APM 133 are clarified to state that there is a two-year maximum for stopping the tenure clock.

FWDAF appreciates the opportunity to opine.

cc: FWDAF members
Division Council members
Senate office

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ACADEMIC SENATE, MERCED DIVISION
GRADUATE COUNCIL (GC)
KATHLEEN HULL, CHAIR

UNIVERSITY OF CALIFORNIA, MERCED
5200 NORTH LAKE ROAD
MERCED, CA 95343
(209) 228-6312

November 4, 2014

To: Jian-Qiao Sun, Senate Chair

From: Kathleen Hull, Chair, Graduate Council (GC)

Re: GC response to the proposed revisions to APM 133, 210, 220 and 760

In response to DivCo's request, the Graduate Council reviewed the documents related to the proposed revisions to APM Section 133.17.g-j- Limitation on Total Period of Service with Certain Academic Titles, Section 210.1.c & d- Review and Appraisal Committees, Section 220.18.b- Professor Series, and Section 760.30.a- Family Accommodations for Childbearing and Childrearing. Members had no objections or comments.

We appreciate the opportunity extended to opine.

Cc: Graduate Council
Division Council
Academic Senate Office

UCM Senate Chair

From: Jessica Grace
Sent: Wednesday, November 05, 2014 1:02 PM
To: UCM Senate Chair
Cc: Jeffrey Gilger; Jessica Grace
Subject: RE: Request for Review APM 133-210-220 and 760

Good Afternoon,

This email is notification that the SSHA Executive Committee supports the proposed revisions of the APM.

Thank you, and please feel free to contact me if you have any questions.

Best,

Jessica Grace

Instructional Services Assistant
School of Social Sciences, Humanities, and Arts
University of California, Merced
209.228.2336

From: Dejeune Shelton
Sent: Tuesday, September 30, 2014 10:33 AM
To: capra1415@ucmcrops.ucmerced.edu; coc1415@ucmcrops.ucmerced.edu; gc1415@ucmcrops.ucmerced.edu; cor1415@ucmcrops.ucmerced.edu; fwdaf1415@ucmcrops.ucmerced.edu; cre1415@ucmcrops.ucmerced.edu; ugc1415@ucmcrops.ucmerced.edu; Elliott Campbell; Jeffrey Gilger
Cc: divco1415@ucmcrops.ucmerced.edu; Anthony Sali; Shannon Adamson; Jessica Grace
Subject: Request for Review APM 133-210-220 and 760

Standing and Executive Committee Chairs,

On behalf of Senate Chair Sun, attached for review please find proposed revisions to four sections of the APM in response to recommendations that originated in the Academic Senate. The attachments include Vice Provost Susan Carlson's letter proposing the review, previous Academic Council Chair Jacob's letter to Vice Provost Carlson recommending the change in APM 210-1.d, and red-lined texts of each of the sections proposed to be revised.

CAP and FWDAF are the lead reviewers and as always all committees are welcome to opine.

Background:

Last year, at the urging of the Senate a request for review was sent to all Divisions on May 23, 2014 with a return due date of July 18, 2014. Previous Academic Council Chair Jacob notified the administration that the Senate would not be able to complete its review by this time so the review timeframe was extended.

In order to meet the deadline set by systemwide Academic Senate you are asked to please send comments to senatechair@ucmerced.edu by **Friday, November 21, 2014.**

Please let me know if your committee will not opine.

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ACADEMIC SENATE, MERCED DIVISION
COMMITTEE ON ACADEMIC PLANNING AND RESOURCE ALLOCATION
ANNE KELLEY, CHAIR
amkelley@ucmerced.edu

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(209) 228-4369; fax (209) 228-7955

September 30, 2014

To: Jian-Qiao Sun, Chair, Division Council

From: Anne Kelley, Chair, Committee on Academic Planning and Resource Allocation *Anne Kelley*
(CAPRA)

Re: Request to Review Proposed Revisions to APM 133, 210, 220, 760

CAPRA appreciates the opportunity to opine on this issue but has no comments.

cc: CAPRA Members
Senate office

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SANTA BARBARA • SANTA CRUZ

ACADEMIC SENATE, MERCED DIVISION
COMMITTEE ON RESEARCH
DAVID C. NOELLE, CHAIR
dnoelle@ucmerced.edu

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(209) 228-4369; fax (209) 228-7955

November 6, 2014

To: Jian-Qiao Sun, Chair, Division Council

From: David C. Noelle, Chair, Committee on Research (COR)

A handwritten signature in cursive script that reads "David C. Noelle".

Re: Systemwide Request to Review Proposed Revisions to APM 133, 210, 220, and 760

COR appreciates the opportunity to opine on this issue but has no comments.

cc: COR members
Senate Office



CHAIR, ACADEMIC SENATE
RIVERSIDE DIVISION
UNIVERSITY OFFICE BUILDING, RM 225

JOSE WUDKA
PROFESSOR OF PHYSICS AND ASTRONOMY
RIVERSIDE, CA 92521-0217
TEL: (951) 827-5538
E-MAIL: JOSE.WUDKA@UCR.EDU

December 11, 2014

Mary Gilly, Chair, Academic Council
1111 Franklin Street, 12th Floor
Oakland, CA 94607-5200

RE: Proposed Revision of APM 133, 210, 220 and 760

Dear Mary,

At its December 8, 2014 meeting the Executive Council of the Riverside Division Academic Senate discussed the proposed revisions to APM 133-17-g-j; 210-1-c & d; APM 220-18-b; and APM 760-30-a. While the Executive Council was generally supportive of all the proposed revisions, it had these concerns and recommendations to contribute to the Academic Council:

On APM 133-17-g-j (Stop the Clock), the Council approves of the proposed changes and feels the expansion of permissible reasons to stop the clock due to exceptional personal circumstances beyond a faculty member's control is relevant and useful. A few members expressed a desire for more specificity around the language of medical health leaves and bereavement of "close family" members, as these may be interpreted too expansively and potentially abused. A suggestion from Academic Personnel was to create and disseminate to stop-the-clock applicants a form specifically for medical specialists to complete in order to assure compliance with undue hardship requirements. Another recommendation was to retain a better historical documentation system of approvals and disapprovals across the system to establish familiar precedents and examples for future case considerations.

On APM 220-18-b (Professor Series), all were supportive.

On APM 210-1-c & d (Diversity Evaluation), the Executive Council recognizes the need for revision and hopes that the policy revisions will encourage diversity awareness in teaching, research, and service. The Senate Committee reports and some members of the Executive Council recognized the historical need for the UCOP policy revisions as an attempt to address national and systemwide inequities, and speculated that further revisions would be needed in the future. Faculty Welfare showed concern for how to uniformly apply the policy across all disciplines, while Academic Personnel had concerns about the difficulty of adequately assigning the ambiguous phrase "the same weight" to a candidate's contributions promoting equal opportunity and diversity, as it therefore necessarily references comparable parameters in other research disciplines. One member expressed a concern with academic freedom, considered absolutely fundamental as an issue raised by the original, 2005 version of this clause -- and an issue which both attempted modifications of that version are attempts to address, but do so poorly and needs to be addressed more effectively.

Most agreed that the UC San Diego revision proposal was even more confusing and vague in its attempts to "over-correct" the move from "encouragement" to "evaluation" and enforcement, and expressed

general concerns over implementation.

Therefore, returning to the UCOP proposal for amended Section 210-1-d's second paragraph, the Executive Council suggested these minor edits:

The University of California is committed to excellence and equity in every facet of its mission. Contributions in teaching, research and other creative work, professional activity, and University and public service that promote equal opportunity and diversity are to be encouraged, and evaluated in the same way during Academic Personnel actions as any other contributions in these areas. ~~They should be given the same weight in the evaluation of the candidate's qualifications during Academic Personnel actions as any other contributions in these areas.~~ These contributions to diversity and equal opportunity can take a variety of forms including efforts to advance research, teaching, equitable access to education, and public service that addresses the needs of California's diverse population. Mentoring and advising of diverse students or faculty members are to be encouraged and given ~~due~~ recognition in the teaching or service categories of the Academic Personnel process.

On APM 760-30-a (Family Accommodations for Childbearing and Childrearing), while the Executive Council recognizes that these language revisions represent guiding principles only, a few members worried that some of the language around the addition of a new child could now be applied too broadly, such as with new teenage children. The Committee also briefly considered including possible language for new family members who would "add additional responsibilities" for the faculty member for more precision.

The UCR Division appreciates the opportunity to comment.

Sincerely yours,



Mariam Lam, Riverside Division Vice Chair
Professor of Comparative Literature and Foreign Languages

CC: Hilary Baxter, Executive Director of the Academic Senate
Cynthia Palmer, Executive Director of the UCR Academic Senate



OFFICE OF THE ACADEMIC SENATE
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November 21, 2014

Professor Mary Gilly
Chair, Academic Senate
University of California
1111 Franklin Street, 12th Floor
Oakland, California 94607-5200

Subject: Proposed Revisions to Academic Personnel Manual (APM), Section 210-1-d

Dear Mary,

The San Diego Divisional Senate has reviewed the revisions to APM, Section 210-1-d, jointly proposed by the University Committee on Academic Personnel and the University Committee on Affirmative Action and Diversity. The proposed revisions were reviewed by Divisional Committee on Academic Personnel (CAP), the Committee on Diversity and Equity (CDE), the Committee on Faculty Welfare (CFW), the Committee on Privilege and Tenure (CPT), and the Committee on Academic Freedom (CAF). Senate Council reviewed the proposed revisions and committee responses, and Representative Assembly (by petition of Senate members who requested a special meeting) met to discuss the proposed revisions.

CDE and CPT endorsed the revisions. CAP, CFW and CAF did not. The committee responses are attached. By majority vote, Senate Council did not support the proposed revisions.

At a November 18, 2014 special Representative Assembly meeting, the following resolution was passed by majority vote.

The San Diego Division of the Academic Senate would like to express its concern about the proposed revisions to the Academic Personnel Manual section 210-1-d, Criteria for Appointment, Promotion, and Appraisal in the Professor and Corresponding Series. We find that the proposed language is ambiguous and that it should be improved. We reiterate our

strong commitment to excellence, equity and diversity in every facet of the University of California's mission as expressed in the current version of the APM 210-1-d.

The following alternative language was proposed and passed by majority vote.

The University of California is committed to excellence and equity in every facet of its mission, and recognizes diversity-related research, teaching, and service in the same manner as any other contribution in each of these areas. These diversity-related contributions can take a variety of forms, including research that studies inequalities, efforts to advance equitable access to education, and public service that addresses the needs of California's diverse population. Research and other creative work in the broad area of diversity should be evaluated and credited in the same manner as research and creative work on any other subject. Mentoring and advising of students or new faculty members, particularly from underrepresented and underserved populations, are to be encouraged and given recognition in the teaching or service categories of academic personnel actions.

While the discussion, which was robust and lengthy, cannot be easily synthesized, in general, the proponents of the resolution and the alternative language proposed at the Representative Assembly meeting felt that the language proposed by UCAAD and UCAP does not resolve the problem that it purports to solve, and that it could cause more damage by elevating one type of research - research in the area of diversity - over others and grant that research preferred status. The supporters of the UCAAD and UCAP proposal felt that the proposed language does not elevate research on diversity to any preferred status but seeks to ensure that diversity-related research is not devalued.

Thank you for the opportunity to comment on this important topic.

Sincerely,

A handwritten signature in cursive script, appearing to read "Gerry Boss".

Gerry Boss, Chair
Academic Senate, San Diego Division

cc: Divisional Vice Chair Continetti
Divisional Director Rodriguez
Executive Director Baxter

October 29, 2014

PROFESSOR GERRY BOSS, Chair
Academic Senate, San Diego Division

SUBJECT: Proposed Academic Personnel Manual (APM) Revisions: APM 210-1- d

The Committee on Academic Freedom (CAF) reviewed the proposed revisions to APM 210-1-d to modify the language regarding evaluation of contributions to diversity in merit and promotion reviews and the accompanying correspondence provided by the systemwide Academic Senate. CAF enthusiastically supports the goals of increasing the diversity of the UC student body and the Faculty, and of encouraging teaching and research on human diversity over the breadth of the world and the length of history, including in the United States and California. But we think there are better ways to promote both goals than to undermine long-standing practices of evaluating and rewarding *separately* faculty research, teaching, and service. Permitting anyone other than the individual Faculty member to have a say on the topics he or she researches, and the directions of his or her findings, sets a dangerous and unnecessary precedent. If the Administration or the Faculty as a body wishes to promote research on diversity, the best way would be to hire more top-notch researchers working in the area, not to distort the basic practices in evaluating research simply to express support and appreciation – which we share – for current colleagues working in those areas.

On the grounds of a threat to Academic Freedom, the Committee strongly objects to both the existing language and the proposed revisions to APM 210-1-d with respect to promoting diversity. Both versions fail to separate service contributions from contributions in teaching and research, even though these three legs are supposed to be evaluated independently. The American Association of University Professors' 1940 Statement of Principles of Academic Freedom states that Faculty "are entitled to full freedom in research and in the publication of the results," and neither the administration nor anyone else should be pushing or pulling a Faculty member into one area of research or another.

Moreover, contributions in the service area should not be considered as contributions in research. We note that in some places in UCSD's Policy and Procedure Manual (PPM), contributions to diversity are explicitly and rightly considered a valuable form of service to be evaluated and credited separately from teaching and research. For instance, PPM 230-20, Section VI. General Description of Series Criteria (Effective 9/1/13; page 14) says:

In addition to research, teaching, and general professional and public service, service contributions that promote diversity and equal opportunity are encouraged and given recognition in the evaluation of the candidate's qualifications.

The principle of recognizing research as research, teaching as teaching, and service as service should be upheld and expressed clearly in the APM.

Turning to the draft revisions of APM 210 in more detail:

- **Sentence 1:** "The University of California is committed to excellence and equity in every facet of its mission." We support both goals, and believe they are connected.
- **Sentence 2:** "[T]eaching, research and other creative work, professional activity, and University and public service that promote equal opportunity are to be encouraged." The administration ought not to be promoting one or another topic of research or teaching. Those decisions belong to the Faculty members.
- **Sentence 3:** We take it that the sentence, "They should be given the same weight in the evaluation of the candidate's qualifications during Academic Personnel actions as any other contributions in these areas [of teaching, research, and service]" was added because of a worry that teaching and research on subjects that

touch upon the ethnic or racial or other kinds of diversity in society are not respected by divisional Committees on Academic Personnel (CAP), or perhaps by administrators. But CAPs should of course judge all research and teaching on its merits, and CAPs should instruct administrators who are wrongly inclined to slight such work. Will we add items to the APM when old-fashioned chemistry feels slighted in favor of neurobiology? Or for every such perceived disciplinary or topical slight? That is not practical.

Further, one can imagine diversity-related research that produces results inimical to diversity-related action on campus. Would that Faculty member then *not* be rewarded for his or her research, based on the political incorrectness of the results?

However vital the goal, neither the administration nor the Faculty as a body ought to be promoting or demoting any particular field of research. Academic Freedom means that individual Faculty members freely decide what to research, and are judged by the scholarly/creative merit of their original contributions in whatever field, and wherever the pursuit of truth may lead.

- **Sentence 4:** “These contributions to diversity...” The following are unclear:
 - To which parts of it does the final phrase “that addresses the needs of California’s diverse population” apply?
 - Does “include” mean “include only the following” or “include things like the following”? If what is meant is that contributions to diversity and equal opportunity can... include efforts to advance research that addresses the needs of California’s diverse population, teaching that addresses the needs of California’s diverse population, equitable access to education that addresses the needs of California’s diverse population, and public service that addresses, etc.” then the verb “addresses” needs to be adjusted from the singular to the plural to make this reading possible.
 - Does “advance research” mean “do research” or does it mean more than that? Although the meaning here is extremely unclear, we think that research contributions in any area should be evaluated on their scholarly/creative quality and original contributions, not promoted or devalued by policy statements in the APM.
- From Sentence 4 (beginning “These contributions to diversity and equality can take a number of forms...”) the research clause has been properly stricken in the revision, but since research goes right back in at the top of the list of activities (as “advance research”), and is still present in Sentence 2 discussed above, nothing substantive is changed. Research, teaching, and service are comingled with respect to one set of topics.

Contributions to diversity through research should be evaluated and credited just like all other research. Contributions to diversity through teaching should be evaluated as teaching; this might include, for instance, attention to teaching methods that have been shown to benefit first-generation college students even more than others, such as routinely calling on everyone in a class in rotation instead of asking for volunteers. Contributions to diversity outside the classroom should be considered service, perhaps even when they overlap with teaching, as in work such as outreach, mentoring, participating in roundtables to address first-generation students’ gaps in knowledge about how the University as an institution works, or meeting long hours with students who need help with writing in English because they come from families who primarily speak another language.

- **Sentence 5:** The point that service and teaching should be distinguished from research is suggested by this sentence: “Mentoring and advising of diverse students or faculty members are to be encouraged and given due recognition *in the teaching or service categories* of the Academic Personnel process.” (emphasis added)

Research, teaching, and service must continue to be evaluated separately, not lumped together. Another possibility would be to consider adding diversity-related service as a separate category, in which we ought all to be contributing. As it stands, the revised language in APM 210-1-d will hardly aid divisional CAPs in figuring out what to do.

The confusion in this language is attested to by the letters bundled with the request for committee comment, beginning with the letter from Academic Council Chair Bill Jacob to Vice Provost Carlson, transmitting the letter from UCAP Chair Harry Green and UCAAD Chair Emily Roxworthy.

1. There is a contradiction between the letter from Bill Jacob dated January 2, 2014, which refers to the problem as imprecision in the statement of “the University’s commitment to *faculty* diversity” (emphasis added), and the letter he is introducing, from Harry Green and Emily Roxworthy, which is about educational outreach by Faculty members in the interests of diversifying the *student* population and other kinds of faculty work towards diversity, not about the racial/ethnic diversity of the Faculty itself, except insofar as current Faculty members’ mentoring of other Faculty members who fall into the ‘diverse’ category is considered.
2. Bill Jacob writes also of the “misperception,” which, indeed is invited by the current language that “research in some fields will be valued more highly than research in others without regard to its academic quality.” The revision does nothing to alter this perception. It might even exacerbate the problem.
3. Further muddying the water is the January 2, 2014 letter from Harry Green and Emily Roxworthy, page 2, in the paragraph headed “Proposed New Language.” Green and Roxworthy write there: “The proposed revisions include explicit language stating that research, teaching, *and service* related to diversity and equal opportunity *comprise a valid disciplinary area* that is to be judged on its own merits—at the same level of recognition as any other academic discipline recognized by the University of California.” (emphasis added) The first sentence of APM 210-1-d states:

The review committee shall judge the candidate with respect to the proposed rank and duties, considering the record of the candidate’s performance in (1) teaching, (2) research and other creative work, (3) professional activity, and (4) University and public service.

The first three fall into one’s discipline. But how can service “comprise a ... disciplinary area”?

The letters demonstrate the confusion already being caused by the failure to separate research from service, which inserts external policy priorities into individual Faculty members’ research choices. In this case, the overall agenda is one the Committee on Academic Freedom wholeheartedly supports. But the precedent is dangerous, and the insertion is highly improper.

Sincerely,



Sarah Schneewind, Chair
Committee on Academic Freedom

cc: G. Boss
J. Partridge
R. Rodriguez
A. Tea

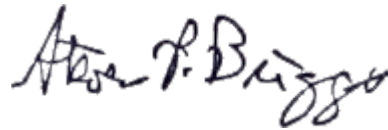
October 15, 2014

CHAIR GERRY BOSS
Academic Senate, San Diego Division

SUBJECT: Proposed Revisions to Academic Personnel Manual

- APM 133-17-g to j;
- APM 210-1-c & d;
- APM 220-18-b;
- APM 760-30-a.

The Committee on Academic Personnel (CAP) has reviewed the proposed changes to the APMs referenced in the subject above, and endorses the proposed revisions contained in APM 133, 220, and 760 related to the extension of the “eight year clock.” The 2014 – 2015 CAP also reaffirmed its views on APM 210 as expressed in the Committee’s June 25, 2014 letter to then Senate Chair Kit Pogliano. CAP’s previous letter to Chair Pogliano is attached.



Steven P. Briggs, Chair
Committee on Academic Personnel

cc: R. Continetti
R. Rodriguez
J. Partridge
S. Coulson

Enclosure (1)

June 25, 2014

CHAIR KIT POGLIANO
Academic Senate, San Diego Division

SUBJECT: CAP Response to the Proposed Revisions to APM 210-1-d

Dear Kit,

Thank you for the opportunity to comment on the proposed revisions to APM 133-17-g-j, APM 210-1-c & d, APM 220-18-b, and APM 760-30-a. CAP only has comments on APM 210-1-d, Review and Appraisal Committees. This section is particularly crucial to CAP since it governs the evaluation of candidates during the academic review process.

CAP recognizes the importance of diversity to the University and would like to emphasize that contributions to diversity are currently examined during the academic review process: CAP strives to maintain the pre-eminence of the University of California as a top-tier research institution, rewarding all activities that are part of the university's mission.

CAP appreciates the effort to resolve ambiguities in the current version of APM 210-1-d. These have raised concerns about inconsistent implementation and potential misunderstandings. CAP sees four main aims of the revision. One is to recognize the importance of contributions to diversity within the standard review criteria of research, teaching and service. Another is to state that all activities in support of diversity are to be recognized in the same way as all other contributions to the university's mission. A third is to encourage the mentoring of members of under-represented groups. The final aim is the uniform implementation of this policy across campuses.

Unfortunately, the proposed language is ambiguous and, in CAP's estimation, neither clearly communicates nor furthers these aims. In addition, CAP has concerns about some of the underlying aims, as well as the possible implementation of the new policy.

CAP welcomes the removal from APM 210-1-d of the phrase "or research in a scholar's area of expertise that highlights inequalities", which it found troubling since it appeared to privilege certain academic fields. However, the new sentence "They should be given the same weight in the evaluation of the candidate's qualifications during Academic Personnel actions as any other contributions in these areas." raises the following concerns:

1. While CAP has seen statements from the authors of the revised policy explaining that one of its goals was specifically to avoid adding a new review criterion (a "fourth leg"), CAP members nevertheless see this as one possible interpretation of the language.
2. The expression "same weight" was also troubling to CAP members: it could be read as implying that the contributions to diversity in an area of review are to be given the same weight as all other activity in that area, *de facto* implying that contributions to diversity are in fact necessary to a complete file and hence that a file without them will be assessed as having weaknesses.

3. CAP members also noted that the reading of the new sentence that candidates without a diversity record will have their excellent accomplishments in other areas diluted is not the only possible one. The interpretation that contributions to diversity should not be discounted and in fact count as much as other contributions seems natural, but was also viewed as problematic, if it is to mean, for example, that a review cycle during which the candidate maintains a diverse population in his or her laboratory should count as much as a productive cycle of many papers in top venues with measurable impact. This was viewed as having negative consequences for the University's standing as a leader in research, since it could lead to the perception that some fraction of candidates is being appointed and promoted not on the basis of creative or scholarly work. The concern applies similarly to teaching if it becomes allowable to substitute maintaining a diverse student population in the classroom or acting as a mentor for quality of teaching.
4. The attached letter co-authored by the chairs of UCAP and UCAAD gives insight into the reasons for the new language. It will not be part of the policy, though, and the latter must stand and be intelligible by itself. CAP was nonetheless concerned by one sentence in the letter that underlies the new language. The sentence "The proposed revisions include explicit language stating that research, teaching, and service related to diversity and equal opportunity comprise a valid disciplinary area that is to be judged on its own merits—at the same level of recognition as any other academic discipline recognized by the University of California" suggests that the new policy is creating a new discipline, which CAP found troubling. These issues of academic freedom go beyond CAP's purview, and CAP welcomes the opinion and input of the UCSD Committee on Academic Freedom, whose central concern this obviously is. The choice of an investigator's research area is viewed by CAP as the candidate's choice, not to be constrained by outside factors. Furthermore, whether diversity in research should be valued in the same way as other types of research in a field should be determined by the discipline. This is a vital principle to uphold to protect the academic freedom of members of the University. The overall tenor of the new language can be viewed as privileging a class of research by fiat of the policy and not by an evaluation of the candidate's scholarship by his or her professional peers by department, campus and outside reviewers.

The addition of the word "diverse" in front of "students" in the last sentence of the proposed policy was viewed by CAP as also being problematic. The use of the adjective "diverse" in front of a specific group seems incongruous: how can an individual student be diverse? Populations or groups can be diverse, but not a student. If "diverse" is to be interpreted as meaning a member of an under-represented group, the resulting language seems inappropriate if it implies that only the mentoring of such students should be encouraged. Some CAP members were also troubled by the sentence "mentoring of diverse students and faculty in any discipline is important and can require considerable time and effort" in the UCAP and UCAAD Chairs' letter, finding it verging on insulting by implying that "diverse students and faculty" (see earlier sentences about the problems with this use of the adjective) always require more help than others.

The present review policy allows flexibly in rewarding candidates for both the effort to recruit members of under-represented groups to UCSD (via outreach) and efforts to promote their success in academic life at UCSD and beyond. The proposed language is problematic both because there are no appropriate metrics in place that would permit the evaluation of diversity efforts and because the pressures for and against diversity vary wildly across divisions and departments. Rather than applying a one-size-fits-all metric, CAP needs the flexibility to reward candidates for their efforts to promote diversity and equity in all forms.

The current policy also allows faculty to construct their own contributions to diversity across research, service and teaching, and not to be forced to include them in all areas of evaluation. The new policy can be construed as requiring contributions in all areas. Creating a diversity requirement in the area of research is highly problematic, because such a requirement is far more amenable to research in some disciplines than others. Currently CAP can reward scholars who make a significant effort to incorporate diversity and equity issues into their teaching without penalizing those whose specialization is less obviously diversity-related. Moreover, CAP realizes that the promotion of diversity in service activities can be manifested in numerous ways that differ as a function of division, department, and rank.

CAP sees examples of superlative efforts in diversity, for example outreach to schools where many students are underprivileged and from under-represented groups. However, mere lists of students from historically under-represented groups working in a candidate's lab do not appear to CAP to represent compelling contributions to diversity. In contrast, reliable information on the quality of the mentorship and the efforts to attract these students would be valuable, but these are rarely documented, and even more rarely with evidence beyond the assertions of the faculty member under review. The number of under-represented students who might be mentored depends on the field and the department or program's record in attracting such students, and these are not factors under the candidate's control. Hence the importance of properly documenting the candidate's efforts.

In general CAP is troubled by the inclusion of criteria for review when the factors being weighed may be completely or almost completely beyond the candidate's control. In essence, candidates could be penalized for not working in a field that attracted a diverse group of students, even if they themselves were making efforts to remedy this situation that were unsuccessful. This seems unfair and is a particular problem in STEM fields, which the proposed language would seem to put at a disadvantage. This is ironic and most unfortunate, since these fields are precisely some of the ones in which diversity has been an issue.

CAP is also concerned about the implementation of the policy. If the goal of the revised policy is uniform implementation across campuses, there is then the need to define how CAP will evaluate claims of contributing to diversity. To document a contribution to diversity there must be a measurable increase in diversity resulting from the contribution. This requires that diversity be quantified and that requires (1) people be identified as being under-represented or not, and (2) the population be identified whose diversity must increase. Then CAP would strive to reward faculty members who measurably increase numbers of under-represented people in the targeted population. Under-represented groups vary widely in their degree of under-representation, so CAP would need guidance on qualitative aspects of evaluation. Several problems arise with having to evaluate contributions to diversity. First, it may take several years before the effects of contributions are seen. For example, faculty members who influence under-represented K-6 students to join an adult target population won't see a measurable effect until the students become adults. Second, it may be impossible to distinguish the effect of an individual faculty member's efforts from all of the other influences on diversity. Current practice at CAP is to reward faculty members for their efforts to increase student interest in higher education or in the study of STEM fields, especially if the students are likely to be under-represented. CAP does not evaluate the effectiveness of these efforts.

To conclude, the principles underlying this response are that there be no "fourth leg" and that diversity-related activities are *ab initio* neither to be prized above certain or all others, nor considered of lesser importance. Rather they should be evaluated on a case by case basis in the same manner that CAP evaluates other elements in a file. CAP thinks it should be possible to

convey that this institution both takes diversity and equity issues seriously and rewards efforts to promote diversity and equity without resorting to an overly strict uniformity of implementation across campuses. CAP's current practice encourages contributions to diversity, but it does not require such contributions and the attendant need to evaluate contributions. CAP believes that current policy (with the phrase "or research in a scholar's area of expertise that highlights inequalities" removed) and practice strikes an appropriate balance and that implementation of the proposed policy would be problematic.



Stefan Llewellyn Smith (Chair)

Myrl Hendershott (Vice Chair)

Steven Briggs

Mary Pat Corr

Seana Coulson

Benjamin Grinstein

Robert Horwitz

Joe Ramsdell

Andrew Scull

Kuiyi Shen

Tamara Wall

Cc: G. Boss
R. Continetti
R. Rodriguez
H. Pashler

October 31, 2014

GERRY BOSS, CHAIR

Academic Senate, San Diego Division

SUBJECT: APM 210-1-c & d Review and Appraisal Committees

The Committee on Diversity & Equity met to consider the text of the proposed revisions to APM 210-1-c & d, which outlines University of California policy toward facilitating, evaluating, and acknowledging contributions toward diversity and equity within the academic review process. Members of the San Diego division were involved in the drafting of both the original and modified language of this section of the APM. While recognizing the challenges that uniform implementation has posed throughout the system and across disciplines, we strongly support both the original intent and the current revisions of APM 210-1-c & d. Members of the committee did not see the new language as proposing that one form of activity (research, teaching and service) could ever serve as a substitute for another.

The CDE supports university and faculty efforts to support and extend our contributions to promoting equity and diversity as comprising a basic character of our task as academics working inside a public land-grant research institution. At times, it would seem as if few of us feel compelled to consider larger issues regarding the current standing of the University within the world of California politics. We believe that the University of California faculty must do more to ensure that our academic programs, laboratories, and committees better reflect the changing composition of the United States and the increasing interconnectedness of our world. This is part of a general need to repair statewide perceptions about our institutional openness to the people of California, nearly half of whom are members of groups considered underrepresented in the university context.

Of course, these are issues that require the efforts of all of us, not simply a handful of standing Senate committees. Still, the CDE welcomes the effort at clarification presented by the proposed new language. We agree wholeheartedly with the goals of a) recognizing the importance of contributions to diversity within the standard review criteria of research, teaching and service; b) ensuring that contributions to diversity are recognized alongside other contributions to the university mission—especially those set forth in the various long term strategic plans; c) mentoring and developing URM populations so as to remove extant barriers to entry into the professoriate.

Principle concerns of the CDE include a) the need to recognize that contributions to diversity do not automatically constitute a form of university or public service; b) that the existence of a voluntary policy on faculty contributions to diversity offers no threat to academic freedom; and that c) the San Diego Division should take active steps to ensure that the gains it has made in its reputation since 2010 are not lost.

We believe that it is crucial that contributions to diversity be understood as potentially other than a form of service. As an example, we might cite the research of Kenneth and Mamie Clark, whose experimental child psychology helped end educational segregation in this country. We likewise would draw attention to the campuswide diversity requirement, and the consequent need to staff courses that touch these issues. We bring up these examples to highlight how either research or teaching might constitute a contribution to diversity worthy of recognition in the course of the review process. In our conversations on this issue, we have detected a difficulty between the goal of ensuring that research into subjects that some colleagues consider a form of service be adequately respected and the need to allow scholars to excel in their chosen area of emphasis. This problem could have been resolved long ago, as it is essentially one of perception and mutual fear.

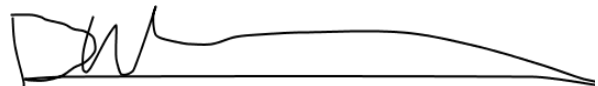
Standard objections to APM 210 include the idea that somehow the encouraging of particular forms of activity must in turn denigrate other sectors, thereby compromising our academic freedom. We find this fallacious. Scholarly research is “encouraged” by a host of factors, a short list of which might include cluster hires, specific grant competitions, university support for particular initiatives, or industrial partnerships. Even if the enumeration of a contribution to diversity were mandatory, which, we hasten to repeat, is not the case, we struggle to understand our colleagues who believe that “encouragement” or “recognition” threatens those faculty members who choose to conduct research, offer courses, and perform service in other ways. If we do not want the administration to promote particular areas of research or teaching, we would like clarification as to how our colleagues have objected to previous administrative inducements that touch on subjects other than diversity.

A physicist and a philosopher are not expected to maintain identical academic profiles. Some research areas have funding opportunities that others do not. Programs have different teaching loads. Some scholars are in article disciplines. Others write books. It was in recognition of this that individual academic units were asked to provide information regarding their expectations for faculty productivity. We are surprised that departments have not already been asked to prepare information regarding what best practices and successful outcomes toward diversity and equity look like in academic units to which they are broadly comparable. This, rather than constant exegesis, might solve the issues surrounding how best to implement APM 210-1-c 7 d on our campus.

Indeed, we find other sections of APM 210 highly instructive. We note “as the University enters new fields of endeavor and refocuses its ongoing activities, cases will arise in which the proper work of faculty members departs markedly from established academic patterns.” The segment then speaks of the need to ensure flexibility without a reduction in standards. We ask if we are not moving into a “new field of endeavor” while “refocusing...ongoing activities” in the matter of ensuring inclusion, diversity, and equity. Not long ago, it was common to hear faculty at UC San Diego argue that efforts to facilitate diversity could only serve to compromise academic rigor. We are happy to note that most of us have moved beyond this. The goalposts have shifted, however. We believe that excellence and diversity are more than “not mutually exclusive.” Rather, we believe that they are increasingly contingent upon each other. At least, we note, such seems to be the case at more than a few peer institutions. We would hope that the University of California, and especially the San Diego Division, could find a way to again serve as a leader on an important set of issues. In the case of diversity, equity, and inclusion, it would be hard at present to argue that this is the case.

During the recent Task Force on the Faculty Reward System II (TFFRS II), concerns were raised about how to quantify or otherwise measure the efficacy of contributions to diversity. The CDE is happy to collaborate with relevant committees on this issue.

Regards,

A handwritten signature in dark ink, appearing to read 'DW', followed by a long, horizontal, slightly wavy line that tapers to the right.

Daniel Widener, Chair
Committee on Diversity and Equity

cc: R. Continetti

October 31, 2014

GERRY BOSS, CHAIR
Academic Senate, San Diego Division

SUBJECT: Systemwide Review of Proposed Revised Academic Personnel Manual (APM) 210-1-c & d
Review and Appraisal Committees

The Committee on Faculty Welfare reviewed the proposed revisions to APM 210-1-c & d. Members expressed serious reservations with the added sentence, "They should be given the same weight in the evaluation of the candidate's qualifications during Academic Personnel actions as any other contributions in these areas." One member pointed out that the phrase "given the same weight" makes little sense since these factors must be weighted differently among different classifications. There was consensus among the members that the language is vague and ambiguous and that perhaps the best solution would be to simply remove this sentence from the proposed revision.

Sincerely,

John Eggers, Chair
Committee on Faculty Welfare

cc: R. Continetti

November 20, 2014

CHAIR GERRY BOSS
Academic Senate, San Diego Division

Subject: Committee on Privilege and Tenure Review of APM 210 - REVISED

The Committee on Privilege and Tenure met on October 13, 2014 to review the proposed changes to Academic Personnel Manual, Section 210-1-d. At the meeting the committee endorsed, unanimously, the proposed revision. One member was unable to attend. The sentiment at the meeting was that the proposed revision clarifies existing policy and recognizes the importance of work on diversity and equal opportunity in the three areas faculty are evaluated, not just research. In the words of one member, it places such work on a level playing field.

In a subsequent email discussion most members reaffirmed their support of the revision. However, this view is no longer unanimous. There is disagreement on the words "encourage" and "promote" in the existing policy as well as the proposed revision. Some members of the CP&T felt that the words "encourage" and "promote" could introduce a bias against candidates who have not contributed to diversity and equal opportunity. This is a minority view and is not sufficient to change the committee evaluation. A minority-view report is attached.

Sincerely,

A handwritten signature in black ink, appearing to read 'Stefan Tanaka', with a stylized flourish at the end.

Stefan Tanaka, Chair
Committee on Privilege and Tenure

Attachment: CPT Minority-View Report

Committee on Privilege and Tenure
Minority-View Report on APM 210-1-d
November 20, 2014

The Committee on Privilege and Tenure (CP&T) recently discussed at length the proposed amendments to APM 210-1-d: "Criteria for Appointment, Promotion and Appraisal". Two paragraphs appear in Section 210-1-d, the second of which, concerning the role of diversity and equal opportunity in connection with career development, is the subject of the amendments. Initially, after some discussion during the meeting on 27 October 2014, the CP&T voted unanimously to endorse the proposed revisions. Subsequently, in an email discussion, some members, forming a minority of the CP&T, reconsidered their position, arguing strongly against the original "second paragraph" and also the proposed amendment (referred to below collectively as the "second paragraph").

The purpose of this brief, minority-view report is to put on record our concerns about the second paragraph. Although, in general, we strongly endorse the principles of diversity and equal opportunity, to apply such principles in the context of career advancement could be problematic. The rationale behind this statement is as follows. By encouraging, promoting, recognizing, or in any other way conferring a special status on "diversity and equal opportunity", faculty members who do not contribute to "diversity and equal opportunity" could potentially be at a disadvantage when it comes to career advancement. The existence of such a possibility is in violation of the university's principle of "equal opportunity". To avoid the bias implied by the second paragraph against faculty members who do not contribute to "diversity and equal opportunity", the second paragraph, in our view, should be removed in its entirety from the APM.



Academic Senate
senate.ucsf.edu

December 10, 2014

Susan Carlson, PhD, Vice Provost
Academic Personnel and Programs
University of California Office of the President
1111 Franklin Street, 12th Floor
Oakland, CA 94607-52000

Re: Proposed Revised Academic Personnel Manual (APM):
1) Section 133-17-g-j, Limitation on Total Period of Service with Certain Academic Titles,
(2) Section 210-1-c & d, Review and Appraisal Committees,
(3) Section 220-18-b, Professor Series, and
(4) Section 760-30-a, Family Accommodations for Childbearing and Childrearing

Dear Vice Provost Carlson:

The San Francisco Division of the University of California Academic Senate received and reviewed the proposed Academic Personnel Manual (APM) Sections 133-17-g-j, Section 210-1-c & d, Section 210-18-b, and Section 760-30-a.

The San Francisco Division of the University of California Academic Senate appreciated the opportunity to review the proposed amendments. The Committee on Faculty Welfare reviewed but declined to opine. The Committee on Academic Personnel commented on all of the proposed revisions and the Committee on Equal Opportunity opined on just APM 210-1-d. The below is a summary.

Revisions of Language Extending the Eight-Year Limitation on Service

UCSF applauds these proposed changes, which acknowledge that personal exceptional circumstances should not interfere in the progression of faculty academic careers.

In re to APM-133-17-g(3), APM 220-18-b, and APM-760-25-30, Committee members recognize that it is incumbent upon each campus to develop and establish procedures regarding how a faculty member may seek to apply for an extension to the eight-year rule in cases of serious personal health illness, bereavement of a family member or any other significant event. Furthermore, procedures as to how a request will be evaluated need to be developed. In addition, the Committee on Academic Personnel inquires about the development of a timeline for the implementation of such procedures.

On Revisions of Language on Evaluating Contributions to Diversity

- The Committees on Academic Personnel (CAP) and Equal Opportunity (EQOP) had divergent opinions on APM 210-1-d. They are summarized below. However, both committees did feel that each campus should be given the prerogative to interpret and operationalize the amendments to suit the needs of their respective campuses.

CAP: The Committee on Academic Personnel raised strong objections to the proposed changes for APM 210-1-d and suggests the below new proposed revisions:

210-1 Instructions to Review Committees which Advise on Actions Concerning Appointees in the Professor and Corresponding Series

d. Criteria for Appointment, Promotion, and Appraisal

The University of California is committed to excellence and equity in every facet of its mission. Contributions in teaching, mentoring, research, and other creative work, professional activity, and University and public service that promote diversity are to be encouraged. ~~They should be given the same weight in the evaluation of the candidate's qualifications during Academic Personnel actions as any other contributions in these areas. These c~~Contributions to diversity and equal opportunity can take a variety of forms including efforts to advance research, teaching, equitable access to education, and public service that address the needs of California's diverse populations. ~~Mentoring and advising of diverse students or new faculty members are to be encouraged and given due recognition in the teaching or service categories of the Academic Personnel process.~~ The criteria set forth below are intended to serve as guides for minimum standards in judging the candidates, not to set boundaries to exclude other elements of performance that may be considered.

Justification for Proposed Revisions

1. Members of the Committee on Academic Personnel found that the fourth sentence to be redundant if the word 'mentoring' was added to the second sentence.
2. The third and entirely new sentence is ambiguous, lacks clarity and is too widely open for interpretation for faculty to support it. Even within the Committee, the meaning of the sentence was interpreted in disparate ways. For example, diversity efforts were to be considered separate and equal to teaching, mentoring or research. Other interpretations were that diversity efforts were to be acknowledged as part of each component and not receive any separate praise. Thus, the Committee consensus was that unless clarifying language is added to delineate exactly how such a sentence is to be interpreted, it should be removed entirely.
 - a. It should also be noted that UCSF has within its electronic file review system, a Diversity section that allows faculty and the Department Chair to highlight diversity-related activities. Thus, even though not specifically embedded in the APM or Regulations, UCSF already provides an opportunity for such efforts to be recognized – and the UCSF Committee on Academic Promotion regularly acknowledges such services in its review of files.

Overall, our Committee on Academic Personnel did not support that diversity efforts be considered equal to teaching, mentoring, research, and other creative work. Faculty contributions to diversity efforts are already included in each component of a School mission – and listing them, as separate promotion criteria are redundant and unnecessary.

EQOP: The Committee on Equal Opportunity endorsed the current draft, however it had the following comments and concerns regarding APM 210-1-d:

1. EQOP's guiding principle is to encourage diversity.
2. There should be an explicit statement that research and other academic activities directed toward diversity and equal opportunity ought to be given equal weight and academic merit in promotion as any other research teaching or service. Currently, the following has been redacted: "or research in a scholar's area of expertise that highlights inequalities." EQOP believes that

diversity contributions in one or more of the four categories should be valued and credited within each of the categories where the contributions were made.

3. EQOP recognizes the challenges of other campuses where basic scientists and non-clinical faculty feel that they may not have the same diversity opportunities. However, given UCSF's unique position as the only graduate medical science campus, EQOP recommends that activities, which further diversity and inclusion, be evaluated and given appropriate merit in their Academic Personnel packet review.

Please feel free to contact me or our Senate Interim Executive Director Alison Cleaver (415.476.3808; Alison.cleaver@ucsf.edu) with any additional inquiries.

Sincerely,

A handwritten signature in black ink, appearing to read "Farid Chehab", is positioned over a faint, circular official seal of the University of California, San Francisco.

Farid Chehab, Ph.D.
UCSF Academic Senate Chair

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Kum-Kum Bhavnani, Chair
Deborah Karoff, Executive Director

December 9, 2014

Mary Gilly, Chair
Academic Senate

RE: APM 80, Medical Separation and APM 330, Specialist Researcher

Dear Mary,

The following Senate groups reviewed the revisions to APM 80, Medical Separation and APM 330, Specialist Researcher: Committee on Academic Personnel (CAP), the Council on Faculty Issues and Awards (CFIA), Council on Planning and Budget (CPB), the Faculty Executive Committees from College of Letters and Science (L&S FEC) and from Engineering (COE FEC), the Committee on Courses and General Education (CCGE) and the Committee on International (CIE).

The Council on Faculty Issues and Awards stated that the revisions to APM 80 are consistent with federal guidelines and consistent with policies regarding unproductive faculty. They caution against potential abuse while acknowledging the need for clear policies and procedures. CFIA views the revisions to APM 330 as a positive improvement over the current language.

Other groups had no comment or chose not to opine.

Thank you for the opportunity to comment.

Sincerely,

A handwritten signature in cursive script that reads "Kum-Kum Bhavnani".

Kum-Kum Bhavnani, Chair
Santa Barbara Division



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December 5, 2014

Mary Gilly, Chair
Academic Council

Re: Systemwide Review of Proposed Revised APM 133-17-g-j, 201-1-c&d, 220-18-b, 760-30-a

Dear Mary,

The UC Santa Cruz Division has reviewed and discussed the proposed revised Academic Personnel Manual (APM) Sections 133, 210, 220, and 760. Our committees on Affirmative Action and Diversity (CAAD), Academic Personnel (CAP), Faculty Welfare (CFW), and Privilege and Tenure (P&T) provided comments. The Santa Cruz Division supports the proposed revisions to APM 133 - Limitation on Total Period of Service, 220 – Appointment and Promotion, Professor Series, and Section 760 - Family Accommodations for Childbearing and Childrearing, and recommends a change of wording in APM 210 – Criteria for Appointment, Promotion, and Appraisal.

With respect to the evaluation of contributions to diversity in APM 210-1.d – Criteria for Appointment, Promotion, and Appraisal, reviewers felt that the sentence reading, “They should be given the same weight in the evaluation of the candidate’s qualifications during Academic Personnel actions as any other contributions in these areas” does not address the problem of ambiguity in the language of the policy that was noted in Chair Jacobs’s January 2, 2014 letter to Vice Provost Susan Carlson Re: Proposed Revision of APM 210. The Santa Cruz Division suggests that the sentence instead read, “They should be given the same weight in the evaluation of the candidate’s qualifications during Academic Personnel actions as any other contributions in research or creative activities, teaching, and service.” This suggestion is made to clarify the meaning of “these areas”, which might otherwise be misunderstood.

Thank you for the opportunity to comment.

Sincerely,

A handwritten signature in dark ink, appearing to read 'Don Brenneis', written over a light blue grid background.

Don Brenneis, Chair
Academic Senate
Santa Cruz Division

cc: Ingrid Parker, Chair, Committee on Affirmative Action and Diversity
Carolyn Dean, Chair, Committee on Academic Personnel
James Zachos, Chair, Committee on Faculty Welfare
Paul Roth, Chair, Committee on Privilege and Tenure



UNIVERSITY COMMITTEE ON ACADEMIC FREEDOM (UCAF)
Kathleen Montgomery, Chair
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December 10, 2014

**MARY GILLY, CHAIR
ACADEMIC SENATE**

RE: SYSTEMWIDE REVIEW OF PROPOSED REVISIONS TO APM 210-1-d

Dear Mary,

UCAF discussed the proposed revisions to APM 210-1-d during its meeting on December 4th. By consensus, UCAF concurs with the proposed revisions to APM 210-1-d, submitted on June 17, 2014, by Vice Provost Susan Carlson for Senate review.

UCAF sees the proposed revisions to APM 210-1-d as an improvement over the existing language. We recognize that some faculty have felt that the current version of APM 210-1-d is unclear as to whether the policy means simply that CAPs should not neglect meritorious research, teaching, and service that engages with or promotes diversity or whether the policy singles out diversity-related research, teaching, and service for special commendation over and above meritorious work unrelated to diversity issues. Some faculty have further worried that the categories of research and service may be improperly confused, with contributions to the service category being rewarded as research. UCAF thinks that the proposed revisions largely resolve those doubts while still preserving the goals of the original policy.

UCAF recognizes that there are sound reasons to be concerned about potential implications for the academic freedom of faculty if the university is seen to be explicitly or implicitly rewarding certain research fields or certain approaches within fields as a matter of policy relating to advancement and promotion. UCAF affirms that individual faculty members are to freely decide what to research and that they are to be judged by the scholarly/creative merit of their original contributions in whatever field.

That said, UCAF also recognizes that the issue of diversity is one with a particularly fraught history in this country of extensive and damaging exclusion, suppression, and discrimination and that this issue has potentially widespread implications for the university's full range of activities.

In the light of that history and broad importance, UCAF recognizes that the policy's recommendation to "encourage" activities relating to diversity is not intended to be understood as an appeal for special rewards to those whose work engages with or advances diversity; rather, it is intended as a promise that such work, which may have been historically undervalued and marginalized, will receive the full weight of recognition for meritorious contributions long enjoyed by other areas of research, teaching, and service.

While we recognize the hypothetical danger that CAPs and other personnel review bodies could seize upon a perverse reading of the policy, even in its revised form, as an excuse to unfairly reward certain forms of research, teaching, and service over others, or to improperly mingle assessment categories, we consider the likelihood of this happening in practice to be extremely low. We encourage continued monitoring of local implementation of the policy, however, so that future emendations and clarifications, if needed, can be made expeditiously.

Sincerely,

A handwritten signature in cursive script, appearing to read "Kathleen Montgomery".

Kathleen Montgomery, Chair
UCAF

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Jeff Lansman, Ph.D.
Chair, University Committee on Privilege and Tenure
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December 12, 2014

ACADEMIC COUNCIL CHAIR MARY GILLY

Re: Proposed revisions to APM 210-1.d

Dear Mary:

The University Committee on Privilege and Tenure (UCP&T) reviewed the specific proposed revisions to APM 210-1.d. The committee voted to approve the new language at its recent meeting. In addition to notification of this approval, I would like to share comments that came out of committee discussions last spring.

While we believe that faculty activities that further "diversity" should be considered in advancement and promotion, it is more important to consider diversity in a larger context—that is "diversity of contribution": the recognition in advancement and promotion cases that faculty contribute to the university's mission in *diverse* ways.

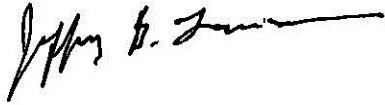
An important issue to come out of the Moreno report was the feeling of undervaluation that many female and minority faculty experience at the department and administrative levels. Examples include: sub-field bias in which a department chair undervalues an area of scholarship simply because it is not in vogue or quantitative; and disproportionate expectations for service for minority faculty that are neither recognized nor compensated.

The Moreno report gave as an example Latino faculty whose qualitative scholarship in social sciences may be valued as less worthy than work based on large-scale empirical studies. In the cases reported this led to perception of inferior work, chronic undervaluation and failure to be promoted. The biases underlying undervaluation need to be identified and corrected.

In creating a diverse campus we must respect and support all forms of scholarship and also diversity of "contribution," rewarding faculty for outstanding achievements in areas they choose to pursue based on their unique backgrounds. There needs to be recognition by all divisional CAPS that diversity in our faculty means diversity in contribution.

Rewarding faculty efforts to "promote" diversity is only a small piece of a larger picture. There is also concern that the changes as written will provide small rewards for small efforts - perhaps mentoring a minority student- without addressing the larger need to respect and reward the diverse contributions of our faculty.

Sincerely,

A handwritten signature in black ink, appearing to read "Jeff Lansman", with a long horizontal flourish extending to the right.

Jeff Lansman, Ph.D.
Department of Cellular & Molecular Pharmacology
University of California, San Francisco

cc: UCP&T



UNIVERSITY COMMITTEE ON FACULTY WELFARE (UCFW)
Joel Dimsdale, Chair
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December 15, 2014

**MARY GILLY, CHAIR
ACADEMIC COUNCIL**

RE: Proposed Revisions to APM sections 133, 220, and 760 (“Stop the Clock” Provisions)

Dear Mary,

The University Committee on Faculty Welfare (UCFW) has discussed the proposed revisions to APM sections 133-17-g-j (Limitation on Total Period of Service with Certain Academic Titles), 220-18-b (Professor Series), and 760-30-1 (Family Accommodations for Childbearing and Childrearing). UCFW strongly supports these revisions. Indeed, in February 2013, it was UCFW, at the Riverside division’s suggestion, that asked Academic Personnel to make these revisions, and we are glad to see that they are nearly finalized. Our only suggestion is to add language making explicit that the clock may be stopped to acquire a blended family, too.

We note that these three APM sections address the same topic, and it is logical to review them together. The inclusion in the review request of proposed changes to APM 210-1-c-d (Review and Appraisal Committees) may have caused confusion for some since they address an entirely different topic. In the future, we suggest that reviews be issued separately by thematic topic to ensure careful evaluation. Our comments on APM 210-1-c-d will be sent separately.

As a subject for future revision, we note that 760-28 affords a different total number of days for modified duties as part of childbearing leave depending on whether one’s campus uses the quarter or semester system. This differential should be redressed.

Sincerely,

A handwritten signature in cursive script that reads "Joel E. Dimsdale".

Joel E. Dimsdale, UCFW Chair

Copy: UCFW
Hilary Baxter, Executive Director, Academic Senate



UNIVERSITY COMMITTEE ON FACULTY WELFARE (UCFW)
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December 15, 2014

**MARY GILLY, CHAIR
ACADEMIC COUNCIL**

RE: Proposed Revisions to APM 210.1.d (Review and Appraisal Committees)

Dear Mary,

The University Committee on Faculty Welfare (UCFW) has discussed the proposed revisions to APM 210.1.d (Review and Appraisal Committees). The proposal concerns an important matter, but the committee finds that the draft as written needs substantial redrafting. In particular, the committee found this sentence to be troublesomely vague: “They should be given the same weight in the evaluation of the candidate’s qualifications during Academic Personnel actions as any other contributions in these areas.” The committee also was unclear how “due recognition” was to be given for mentoring diverse students and faculty members. Since this matter concerns a core feature of the University and faculty welfare, we request that the proposal be redrafted for clarity.

Sincerely,

Joel E. Dimsdale, UCFW Chair

Copy: UCFW
Hilary Baxter, Executive Director, Academic Senate



UNIVERSITY COMMITTEE ON RESEARCH POLICY (UCORP)
Liane Brouillette, Chair
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December XX, 2014

**MARY GILLY, CHAIR
ACADEMIC COUNCIL**

RE: Proposed Revisions to APM 210.1.d (Review and Appraisal Committees)

Dear Mary,

After discussing the proposed revisions to APM 133, 210, 220, and 760, the University Committee on Research Policy (UCORP) decided to offer an opinion only in regard to APM 210.1.d (Review and Appraisal Committees). Members found the revision to be too vague to provide faculty members with clear guidance on how their research would be evaluated. UCORP thus does not endorse the proposed changes.

During a wide-ranging discussion, many points were raised. Some felt that diversity is already addressed in current practices, making the proposed changes unnecessary. Others expressed concern that the revision could be perceived as mandating that research into diversity be evaluated differently than research into other topics. Another concern was that the wording could make evaluation procedures less transparent.

UCORP believes that research into diversity should be evaluated by the relevant standards of academic excellence for the field, as should research in any area.

Sincerely,

A handwritten signature in blue ink that reads "Liane Brouillette".

Liane Brouillette, Chair
UCORP

cc: UCORP
Hilary Baxter, Executive Director, Systemwide Academic Senate