

## **HAVC Faculty Personnel Reviews Standards**

This document outlines how HAVC faculty are evaluated during personnel reviews. It provides guidelines for faculty under review to prepare their files and for the department to adequately explain its assessment of the candidate's work in the department letter. Faculty preparing their file for review should also consider [CAP's Top 10 tips for faculty](https://senate.ucsc.edu/committees/cap-committee-on-academic-personnel/CAP_Top10_ForFaculty_070114.pdf) ([https://senate.ucsc.edu/committees/cap-committee-on-academic-personnel/CAP\\_Top10\\_ForFaculty\\_070114.pdf](https://senate.ucsc.edu/committees/cap-committee-on-academic-personnel/CAP_Top10_ForFaculty_070114.pdf)).

### **Research**

Whether a book, journal article, or book chapter, the quality of the publication, the venue, and whether or not it is peer reviewed is evaluated. If a publication represents an original contribution to the field, it is more highly regarded. The prestige of academic publishers (which often employ a double-blind peer review process) usually is higher than non-academic ones, although the importance of specific publishers (academic/non-academic) varies by sub-field. In all cases, it is the quality of the actual publication that is most significant. Peer-reviewed vs. invited will vary depending on the publication and significance of the press; some publications will be both invited and peer reviewed (for example, an invited chapter to a volume that is then peer reviewed by the press).

The quantity of publications expected varies according to the originality and quality of the work, the length of the publication, and the demands of the sub-field. Some publications require more time-consuming research than others (e.g., dense archival research, travel to sites and collections, reading unpublished primary sources, research in foreign languages, etc.) and this labor is carefully considered in the review process.

The re-publication of an article or book chapter in a different venue with little revision is not given much more weight beyond the original publication; however, re-publication even without changes *may* indicate the increased value of the original research as the work becomes more widely known and is held in greater esteem; depending on the venue of the re-publication, this might merit some re-evaluation of the original work. A re-publication with major revisions would be given more weight but not the same as a completely original publication. Re-publication of a work in foreign language translation points to significant international interest, but it is not considered a completely new work.

Single-authored or edited publications are more heavily weighted than jointly authored or edited ones of the same length. For collaborative publications, the division of labor must be clearly explained before the publication can be evaluated properly.

Curating an exhibition and writing the accompanying literature is a significant contribution to our research. The written component is evaluated according to the standards set out above. For the exhibition, the first venue is the most heavily weighted. The quality and significance of the exhibition will be evaluated, in part, by the institutional stature of the hosting institution and/or impact in a sub-field or community. Each exhibition must be evaluated on its own merits according to its originality and contribution to the scholarship of the relevant field.

Directing or actively participating in research centers, both on and off campus, constitutes significant research activity. Symposia, workshops, speaker series and other events are evaluated in terms of the research required to frame new questions, the cultivation of scholarly pathways, the dissemination of research, and the contribution to the field or sub-field.

Lectures, conference presentations, and forum participation constitute forms of research development and dissemination. The conference or venue of each lecture or talk is considered, as well as whether it is an invited or peer-reviewed presentation.

## Teaching

Teaching is evaluated by reviewing the following:

- Sample syllabi and other teaching material, such as study guides, assignments, exams, section materials, and website resources. It is recommended that faculty include in their files the most updated iteration of materials for a given course. If possible, faculty should include examples from different levels of teaching (lower and upper division, graduate).
- The candidate's record of advising undergraduate and graduate students. An indication of high quality mentoring is the success of advisees (e.g., recipients of awards and fellowships, acceptance in grad school, and job placement for undergraduates ; high scholarly activity and career advancement for graduates). The number of reference letters a faculty writes for students is another indication. Faculty are encouraged to keep track of all this information and include it in the personal statement.
- Supervision of Independent Study and Field Study undergraduate courses, with attention to providing a quality, engaged learning experience for students.
- Supervision of Independent Study graduate courses and serving on qualifying exam, dissertation prospectus colloquium, and dissertation committees. A large number of these in combination with providing a quality, engaged learning experience for students would contribute to outstanding teaching.
- The candidate's record of teaching at all levels of the curriculum, in the context of available opportunities.
- The development of new courses and/or significant revision of existing courses.
- The successful implementation of student-centered learning pedagogies (e.g., development of assignments and activities aimed to increase student engagement; participation in CITL working groups to tackle specific pedagogical issues).
- Time committed to activities beyond the required classroom schedule (for example, field trips, film screenings, etc.) or significant time and labor committed to organize activities within the classroom context (guest speakers, lecture series, etc.).
- Instructor evaluations. Faculty are advised to contextualize any recurring comments in student evaluations by providing background information and discussing how they plan to address these issues in the future. Research indicates that student evaluations often contain bias (especially towards instructors of color and women). Our department is mindful of this trend when considering student evaluations. The department is also aware of the limited value of online course evaluations when student response rates are typically quite low and evaluations emphasize quantification of teaching effectiveness. HAVC therefore encourages faculty to utilize additional assessment strategies as defined by CITL (see below).

The department encourages faculty to utilize the tools for assessing teaching effectiveness that are described by UCSC's Center for Innovation in Teaching and Learning's (CITL) "[Guide to Providing Excellence in Teaching](https://senate.ucsc.edu/committees/cap-committee-on-academic-personnel/evaluation-of-teaching----citl.pdf)" (from the CAP website): <https://senate.ucsc.edu/committees/cap-committee-on-academic-personnel/evaluation-of-teaching----citl.pdf>. This white paper describes self-evaluation/teaching statement, contributions to graduate education, peer observation, syllabi, and the diversity statement.

### **Service**

The department expects all faculty to engage in service at the departmental, divisional, university and senate levels over the course of time. College service, where appropriate, also is significant. Exceptional service includes Departmental Chair, Director of Graduate Studies, some Academic Senate committees (CAP, CEP, CPB, CAFA, UC Editorial Press), and being Chair of a Senate Committee. Divisional or university-wide faculty administrative posts also bear significance in evaluating breadth and quality of service. Service to the campus, outside of standing departmental, divisional, and senate committees, also contributes to the service commitment of faculty (e.g., serving on the advisory boards for campus galleries, institutes, academic programs, research centers, etc.).

While quantity of service activities is noted in the review process, it is the quality of service that is of highest consequence. This holds for all service activities, but especially for major commitments such as those noted above as "exceptional service." Accepting a major role does not, in and of itself, constitute excellent service. If faculty service involves a significant commitment (time, labor, responsibilities, etc.), it is helpful to include that information in the personal statement. With major service commitments, faculty may ask the department to solicit a letter from a committee chair.

Service to the profession and editorial service will be rewarded. Significant community service as an outgrowth of one's academic position also will be taken into consideration.

Service to the department (committees related to undergraduate and graduate programs), service on Senate committees that align with faculty interests, and service on academic standing college committees would be appropriate for nontenured faculty. In keeping with the UCSC's expectation that tenured faculty engage in more service (as stated in the letter faculty receive from the chancellor when granted tenure), a higher level of service is expected of tenured faculty.

### **Awards**

Book awards, fellowships, teaching awards, and prestigious grants will be rewarded in the appropriate category.

### **Diversity**

Faculty contributions to diversity are recognized and awarded in personnel reviews. There are many ways of contributing to diversity, including the mentoring of underrepresented students, course content, research, and pedagogy. Be explicit about your contributions where appropriate. An excerpt from the APM policy states:

The University of California is committed to excellence and equity in every facet of its mission. Teaching, research, professional and public service contributions that promote diversity and equal opportunity are to be encouraged and given recognition in the evaluation of the candidate's qualifications. These contributions to diversity and equal opportunity can take a variety of forms including efforts to advance equitable access to education, public service that addresses the needs of California's diverse population, or research in a scholar's area of expertise that highlights inequalities (APM 210-1-d).

For more language from the Academic Personnel Manual (APM) about contributions to diversity, information about evaluating contributions to diversity, and a list of ways to engage in diversity on campus, see "[CAP'S Top Ten List of Tips](#) for Faculty Preparing Personnel Files."