

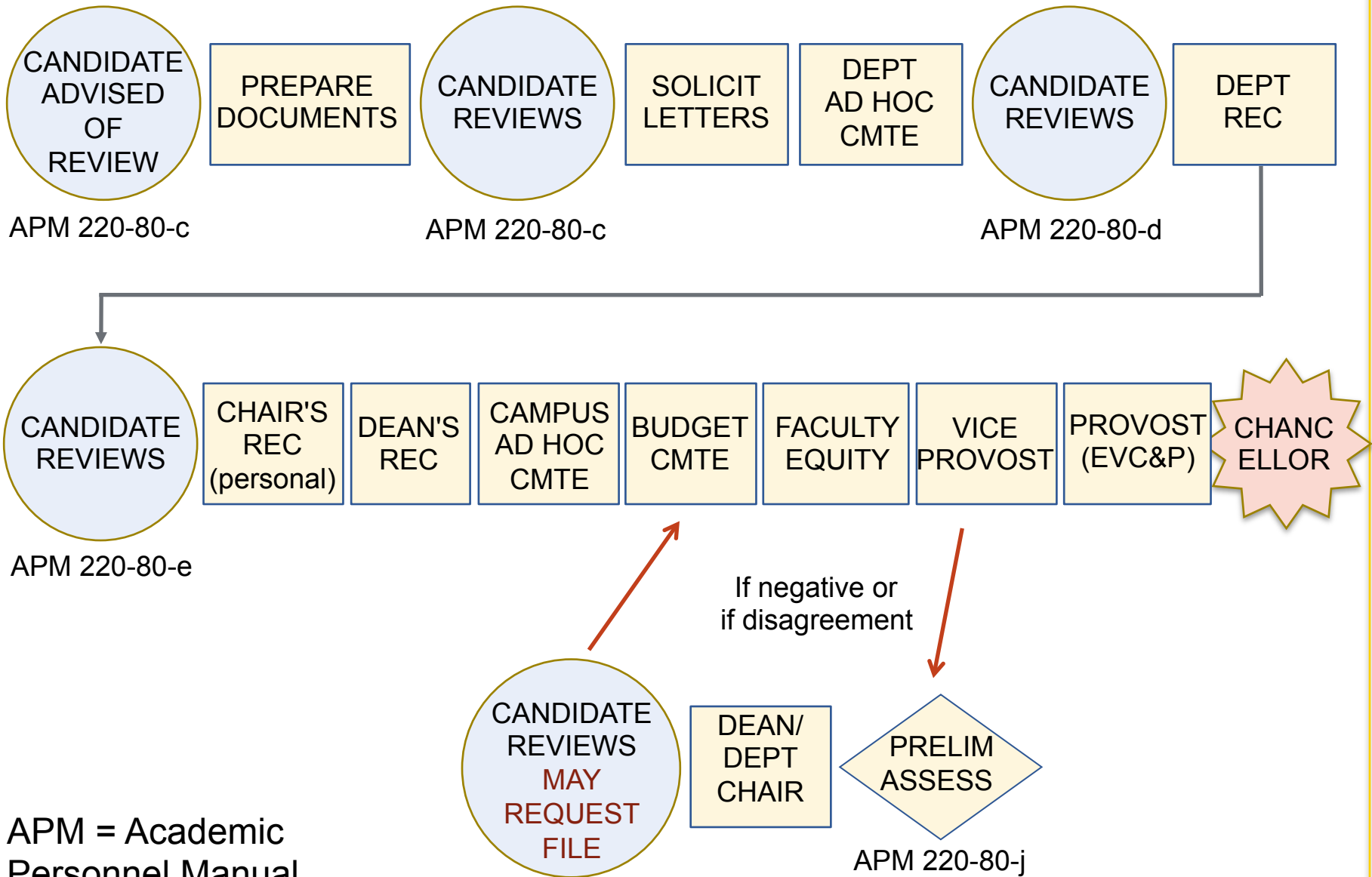
# TENURE REVIEW



**UNIVERSITY OF CALIFORNIA  
AT BERKELEY**

# TENURE REVIEW PROCESS

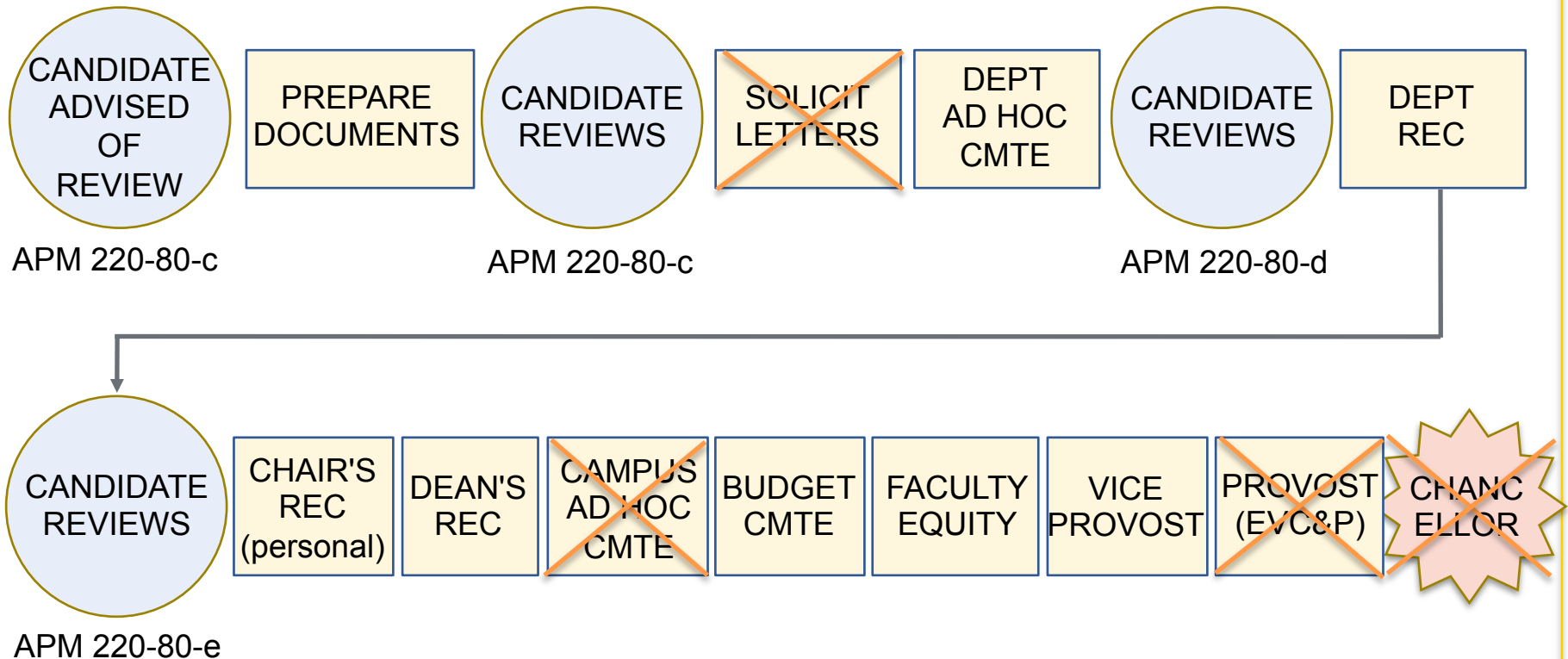
NO LATER THAN THE 11<sup>TH</sup> SEMESTER ON THE CLOCK



APM = Academic Personnel Manual

# MID-CAREER REVIEW PROCESS

## 7<sup>TH</sup> SEMESTER



It is important to address feedback from reviewers

# VOTING PROCEDURES

- Mid-career vote must be taken on whether the prospects for a positive tenure review are “good, fair, or poor.”
- Tenure votes must be taken on whether tenure should be granted or not (“yes or no”).
- If the overall tenure vote is negative, a second vote may be taken on prospects for tenure in one year’s time (good, fair, poor). “Good” means that there are strong reasons to think that a positive tenure recommendation would be made in the following year. If vote is for “good,” the department can recommend deferring the decision.

# REVIEWERS

- External reviewers
  - 7 letters minimum, 4 suggested by department
  - Candidate suggests reviewers
  - Reviewers should be from peer institutions, top scholars in field
  - Few if any of the reviewers should be current or former collaborators
- Departmental ad hoc review committee
  - Done according to department/school norms, typically confidential
- Departmental meeting and vote
- Campus Ad Hoc Review Committee
  - 3 members, one from the department/school
  - 5 members if more perspectives valuable, 2 from department/school
- Budget Committee
  - Academic Senate Committee
  - 9 faculty representing diverse disciplines
  - Provide campus-wide perspective
- Vice Provost, Faculty Equity, Provost, Chancellor

Candidate has the right to disclose names of reviewers with a conflict of interest

# TIME OFF THE CLOCK

- Care of a newborn or newly adopted child/children (must certify you have at least 50% responsibility and the child or children are under age five).
- Stoppage of the clock is limited to one year per birth or adoption for a total of two years (APM 133-17 and APM 760-30).
- Reporting of clock stoppage must be made within two years of birth or adoption and before July 1 of the academic year in which appraisal is scheduled to occur.
- You do not have to use your time off the clock if you don't want to, but it makes sense to request it so that it will be available to you if you need it.

# TIMING OF PROMOTION

Most reviews must wait until the normative time in step has elapsed, but...

- Exception #1: when Berkeley needs to make a timely response to an outside offer.
- Exception #2: when the review is for promotion (from Assistant Professor to Associate Professor or from Associate Professor to Professor). Promotion reviews may be carried out when the case is “ripe.”

# REVIEW CRITERIA

APM 210-1d

The review committee shall consider 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.

*Superior intellectual attainment, as evidenced both in teaching and in research or other creative achievement, is an indispensable qualification for appointment or promotion to tenure positions.*

A strong and balanced record is vital.



# DIVERSITY, ACCESS, EQUITY

In all areas of review, contributions that that promote diversity and equal opportunity are to be encouraged and given recognition as furthering the University's mission.

# CANDIDATE STATEMENT

## RESEARCH AND CREATIVE WORK

- Explain the importance of your research  
“creative activity of high quality and significance” (APM)
- Educate various reviewers  
department/school, letter writers, campus reviewers
- Provide context and evidence of impact  
invitations, quality of journals, awards, reviews
- Show research trajectory
- Explain role in collaborative work  
leadership and contributions to multi-authored work
- Highlight any research contributions concerning diversity, equity, and access

# CANDIDATE STATEMENT

## TEACHING AND MENTORING

- Describe your classroom teaching—types of courses and your goals for students.
- Describe efforts to improve and innovate—new courses, refinements of existing courses, consultation with the Center for Teaching and Learning.
- Provide evidence of teaching effectiveness—in addition to course evaluations, evidence might include awards, syllabi, or reports from colleagues who have visited classes.
- Describe mentoring and advising activities—highlight success of graduate students, include supervision of undergraduate researchers
- Highlight contributions to diversity, equity, access.

Center for Teaching and Learning  
<http://teaching.berkeley.edu/index.html>

# CANDIDATE STATEMENT

## UNIVERSITY AND PUBLIC SERVICE

- Describe service

department/unit, campus, professional, community

For assistant professors, department/school service, plus some professional service, is typical.

- Describe contributions to diversity and equal opportunity

e.g., public service that addresses the needs of California's diverse population, research in a scholar's area of expertise that addresses inequalities



## CLOSING THOUGHTS

*Fiat Lux*

- Know your rights regarding reviews
- Get to know your colleagues and their expectations
- Seek advice and address feedback
- Network with your scholarly community

Office of Faculty Equity and Welfare  
is available to provide assistance  
[admin.ofe@berkeley.edu](mailto:admin.ofe@berkeley.edu)

