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

   c.  **Procedure**

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   (4) **Assessment of Evidence** – The review committee shall assess the adequacy of the evidence submitted. If in the committee’s judgment the evidence is insufficient to enable it to reach a clear recommendation, the committee chair, through the Chancellor, shall request amplification. In every case all obtainable evidence shall be carefully considered.

   If in assessing all obtainable evidence, the candidate fails to meet the criteria set forth in Section 210-1-d below, the committee should recommend accordingly. If, on the other hand, there is evidence of unusual achievement and exceptional promise of continued growth, the committee should not hesitate to endorse a recommendation for accelerated advancement. If there is evidence of sufficient achievement in a time frame that is extended due to stopping the clock for reasons as defined in APM - 133-17-h or a family accommodation as defined in APM - 760, the evidence should be treated procedurally in the same manner as evidence in personnel reviews conducted at the usual intervals. **All evidence produced during the probationary period, including**
the period of extension, counts in the evaluation of the candidate’s review file. The file shall be evaluated without prejudice as if the work were done in the normative period of service and so stated in the department chair’s letter.

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d. Criteria for Appointment, Promotion, and Appraisal

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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 contributions that promote equal opportunity and diversity and equal opportunity are to be encouraged, and given recognition in the evaluation of the candidate’s qualifications. 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, or research in a scholar’s area of expertise that highlights inequalities. 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 actions process.
The criteria set forth below are intended to serve as guides for minimum standards in judging the candidate, not to set boundaries to exclude other elements of performance that may be considered.

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