

UC Santa Barbara College of Engineering Information Packet

UC **SANTA BARBARA**
College of Engineering



Greetings,

Please accept our warmest welcome to the UC Santa Barbara College of Engineering (COE). We are delighted to host you during your visit and to share with you some of what makes this campus and this College such a unique, exciting, and dynamic place to be.

Here, in our uniquely attractive campus environment, you will find an authentically collegial, truly world-class faculty and excellent facilities to support them. Our esteemed professors —three Nobel laureates among them — pursue pioneering research in their disciplines while collaborating with colleagues both on campus and far beyond to leverage diverse expertise in related disciplines and generate innovative and impactful solutions. Collaboration defines UCSB culture, and here you will find no walls separating disciplines but many bridges connecting them.

The COE is home to superb shared facilities and a wide range of interdisciplinary federally funded centers that are often led by engineering faculty in collaboration with departments through UCSB and institutions around the world. Among them are the Materials Research Science and Engineering Center (MRSEC); the UCSB NSF Quantum Foundry; the American Institute for Manufacturing Integrated Photonics (AIM Photonics); the NSF AI Institute for Agent-based Cyber Threat Intelligence and Operation (ACTION); and the Center for Responsible Machine Learning, among many others.

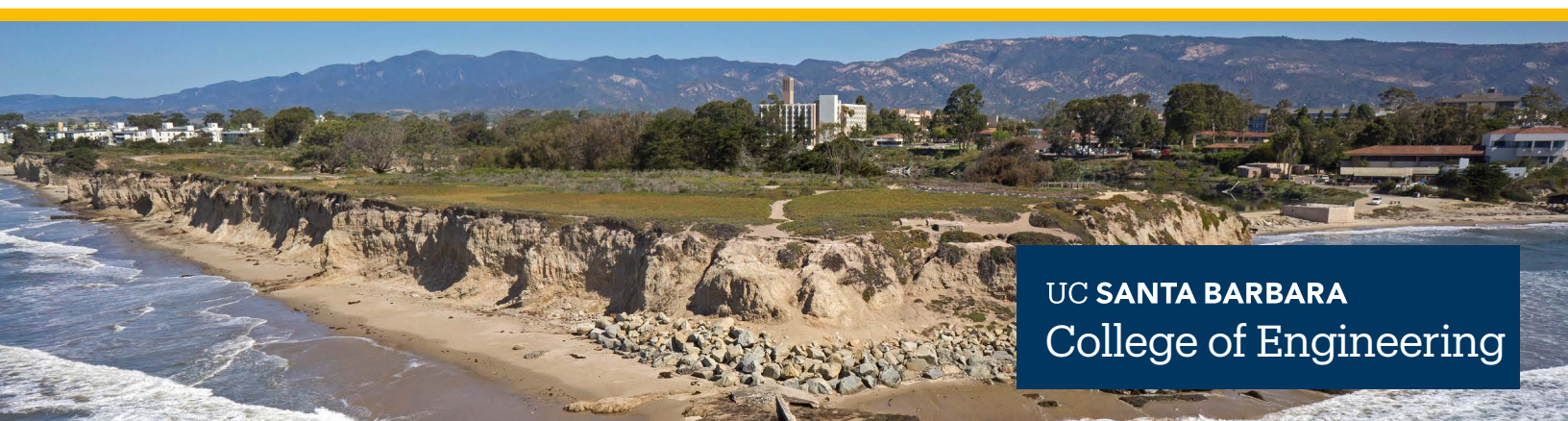
Junior and senior faculty work closely together in multiple areas, such as the interdisciplinary research groups mandated by the NSF's MRSEC grant. Such assignments integrate young professors into the academic community and allow them to use and develop their leadership abilities. Junior faculty receive critical support from a variety of sources, such as the UCSB Office of Research and the Center for Science Education Program, which supports faculty to develop programs to fulfill public-outreach and education requirements of research grants. Such support, coupled with our belief in new faculty members' ability to make a difference now, undoubtedly contributes to UCSB's number-one ranking among public universities in the percentage of junior faculty who received NSF Early CAREER awards from 2017-'22.

As we innovate for social impact, we aim to benefit all human beings from every place and background and to build, increasingly, a diverse faculty and student body to better serve the needs of a diverse population. We will move toward this endeavor with the same determination that drives our search for knowledge and solutions.

Welcome to UCSB. We hope you enjoy your visit.

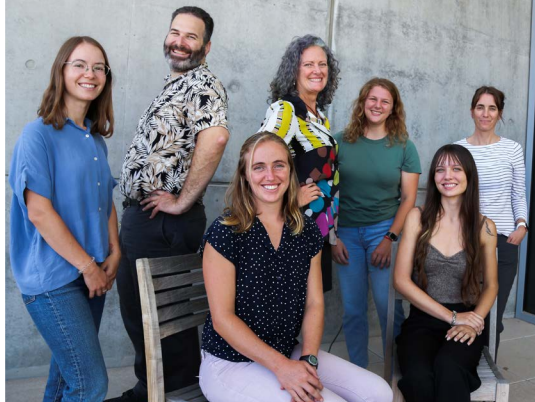
Umesh Mishra

Dean and Richard A. Uhll Professor
College of Engineering



UC SANTA BARBARA
College of Engineering

engineering.ucsb.edu



UCSB College of Engineering Mission Statement

The mission of the College of Engineering is to produce world-leading research and technological advances, to prepare students as creative technological leaders, and to ensure that all students, faculty, and staff have equal opportunities to succeed.

We pursue this mission by:

Serving as the academic home to internationally renowned scientists and engineers who are pushing the frontiers of their disciplines and closely collaborating with colleagues from other disciplines to advance fundamental science and develop engineering solutions that address the grand challenges of our time.

Providing students with a firm grounding in scientific and mathematical fundamentals; involving them in cutting-edge engineering research, technology, and practice; affording them experience in analyzing, synthesizing, and designing engineering systems; and supporting them to develop their capacity for critical and creative thinking while infusing the entire academic experience with a spirit of innovation and entrepreneurship.

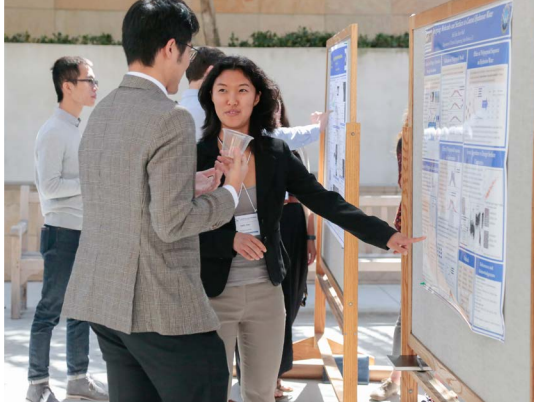
Working to ensure that people of all backgrounds, identities, and differences are honored and respected; recognizing that we are better engineers and scientists when innovation is informed by ideas reflecting diverse experiences and perspectives; and working to ensure that all constituents are supported to reach their full potential and that engineering solutions are motivated by the needs of all people.

Developing strong and enduring industrial partnerships, creating new products and startup companies, and licensing new technologies that improve life and contribute to local and national economies.

About the COE

The mid-sized **College of Engineering at UC Santa Barbara** is consistently ranked among the upper echelon of engineering schools in the world. UCSB Engineering provides students with the direct academic mentorship they need to build a successful career and to complete degree programs on time. We are an interdisciplinary campus, where a culture of innovation drives the development of both fundamental science and applied technology solutions, while adding value to the economy in our region, our state, and the world.

Major federally funded research centers with leading-edge facilities and labs, coupled with UCSB's uniquely collaborative environment, ensure that faculty members have the equipment and instruments, the administrative support, and the buy-in from department chairs as well as smart, motivated students to pursue meaningful research aimed at improving life for all people.



Campus Resources

Asian Pacific Islander Graduate Student Alliance (APIGSA)

The APIGSA strives to create and maintain spaces of support for graduate students of Asian panethnicity while advocating for a more accurate representation of Asian American students.

American Indian and Indigenous Studies Program (AIIS)

The AIIS Program works to establish a relationship of accountability and reciprocity with Chumash peoples, support Chumash sovereignty and cultural revitalization, and to provide a space to study local Indigenous histories, societies, and futures.

Center for Black Studies Research (CBSR)

The Center supports interdisciplinary research on the social, political, historical, cultural, and economic experiences of communities throughout the African Diaspora, as well as several levels of university-community engagement.

Center for Middle East Studies (CMES)

CMES promotes the study of the Middle East, North Africa, and Islam at UCSB.

Chicano Studies Institute (CSI)

CSI facilitates interdisciplinary and field-specific research at UCSB, a federally designated Hispanic Serving Institution. The institute pursues work that helps policy makers, researchers, educators, service providers, and the public better understand social justice issues engaged by U.S. Latina/o/x and Latin American communities.

Center for Feminist Futures

The forward-looking Center is committed to mobilizing intergenerational connections and furthering intergenerational, intersectional, public-facing research and dialogue in the interest of securing a future characterized by gender justice.

Global Genders and Sexualities

This cluster within the Orfalea Center for Global & International Studies is aimed at globalizing scholarship and discourses of gender that facilitate settler colonialism, colonialism, and white supremacy; ultimately disrupting the Global North/Global South order with regards to the politics of genders and sexualities.

LGBTQ Faculty & Staff Collective

The Collective promotes a welcoming campus community by providing support, resources, events, networking, and community-building opportunities for non-student LGBTQ employees at UCSB.

UCSB Multicultural Center

The Center provides a safe and inclusive community space for students of color at UCSB. It also addresses a myriad of social justice issues and takes action in pursuit of a more just society.

My Family Resources

This website (myfamily.ucsb.edu) directs employees to resources for child and elder care, family policies, finance, health, housing, lactation support, nutrition and more.

Strengthening Opportunities for Latinx (SOL)

A Latinx work group for faculty and staff, SOL's mission is to transform the university to be affirmative of diverse perspectives while facilitating and guiding efforts to deconstruct and decolonize structures that limit opportunities and access.

Women's Center

The UC Santa Barbara Women's Center strives for inclusion and equity through programs, services, and work while celebrating the richness of our differences and working collectively to create a community of leaders, scholars, and global citizens.

COE's Commitment to Diversity

Goals, Engagement, And Action

We believe in the inherent value of diversity and the value of all people.

We believe that the many perspectives that diversity brings are what so often elevate good ideas to become great ones and provide pathways for progress that might otherwise remain unseen.

We believe that diversity is indispensable in the College of Engineering, where richly varied perspectives and lived experiences enhance creativity and innovation. The result is solutions that are more meaningful and have a greater positive impact, because they arise from a broader understanding of what constitutes the greater good and from an expanded awareness of who benefits from technological advances.

As such, we believe in the need to be diligent and dedicated in our efforts to build on the College's existing diversity efforts, initiatives, and programs. Our goal is to become a more-diverse and more-inclusive institution, one that supports, validates, and honors all individuals from every community, as well as the tremendous variety of their lived experiences and the contributions arising from them.

We strive to be an institution that demonstrably respects any and all differences, including those of race, ethnicity, gender, age, religion, language, ability, sexual orientation, gender identity, and socioeconomic status. We pledge to work to ensure that all people receive equitable treatment, have equal access to opportunities, and are supported to achieve their potential, both at UCSB and beyond.

To that end, we are committed to engaging with diverse audiences in the College and beyond, and listening to the voices that arise from them as part of a permanent, ongoing conversation with our constituents on matters of inclusion and equity. We are committed to cultivating a welcoming and inclusive environment for all College constituents, and to engaging in ongoing internal reflection to ensure that our words of commitment lead to actions appropriate to reaching our goals.

For more information, visit:
engineering.ucsb.edu/about/diversity



Orfalea Family Children's Center (OFCC) and University Children's Center (OCC)

Who we are

The UC Santa Barbara (UCSB) Early Childhood Care and Education Services (ECCES) is a program administered through the Division of Student Affairs and includes two sites. The teaching staff of 37 is supplemented by over 100 UCSB students working as teacher assistants in the classrooms, providing another level of service to the campus community. Significant milestones include accreditation since 1990 by the National Association for the Education of Young Children, certification through the Outdoor Classroom Project and Eco-Healthy Childcare, and, with UCSB student support, the opening of a second infant-toddler site in 2008. The Centers now serve more than 400 children annually, ages three months to five years, in a full day, year-round program.

Philosophy

The Children's Centers provide quality child care programs for student, staff and faculty families within the University and surrounding community. At ECCES we respect children's natural capabilities and share our passion, empathy and enthusiasm in a reflective and collaborative way. We provide a supportive, nurturing, and encouraging environment for children and their families to develop relationships, to discover new ideas, to construct knowledge through play and to cultivate a joy for learning.

Centers Hours

The Children's Centers are open from 7:30am to 5:20pm daily, Monday through Friday; children enrolled in a full-time placement may attend any hours the center is open. Limited half day placements are available in our Preschool Program starting at 7:30am and ending promptly at 12:30pm. The Centers are open year-round with the following exceptions: official University holidays, one-two weeks between Christmas and New Year's, and a limited number of staff professional development and parent-teacher conference days (subject to change).

UC SANTA BARBARA Early Childhood Care & Education Services

Orfalea Family Children's Center (OFCC)

UCSB West Campus Point Lane

Santa Barbara, CA 93106-1060

Phone: 805-893-3665

Fax: 805-893-4907

University Children's Center (OCC)

1300 Student Resource Building, UCSB

Santa Barbara, CA 93106-1065

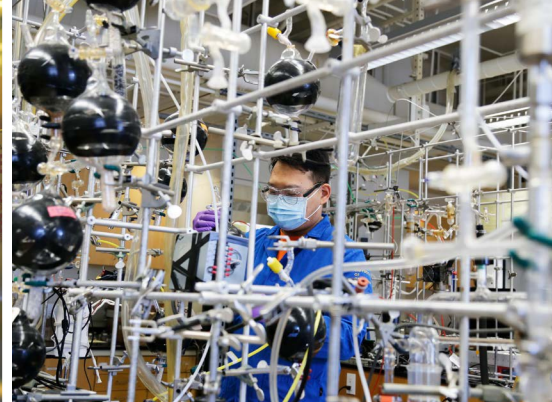
Phone: 805-893-7030

Fax: 805-893-6078

Childrencenter@sa.ucsb.edu

Childrencentersa.ucsb.edu

Facility#: 42708882, 421709944, 426206965,
426211959, 426211



Strategic Research Initiatives — Office of Research

STEM Programming, Academic Year 2023-2024

Strategic Research Initiatives (SRI) offers a number of workshops and writing groups throughout the year in support of faculty pursuing extramural funding. Check out the events page on our website for updates and to sign-up.

Annual Programs

Proposal Writing for Success (PROWESS)

Designed for entry-level faculty and new appointees in science and engineering. Spread over nine half-day sessions, it covers a broad range of topics, including proposal writing techniques, a review of prominent funding sources, and proposal preparation practice. PROWESS features presentations from SRI staff and faculty, and panels of faculty with relevant experience. Applications are solicited in February and PROWESS is held in June and July.

FUNDamentals

FUNDamentals is a professional development program designed for Humanities, Arts, Education, and Social Sciences faculty. Before sitting down to write a research funding proposal, successful grant-seeking requires understanding the culture of your target funding agency, communicating with program directors, and learning to articulate your research to audiences outside of your area of expertise. FUNDamentals includes a series of workshops – including travel to Washington, DC (optional) – for faculty members who are ready to take the first strategic steps in pursuing extramural funding.

The Proposal Writing Academy

This workshop series is for Humanities, Arts, Education, and Social Sciences faculty who have identified a funding opportunity and are ready to systematically write a competitive proposal. The workshops will be aligned with the majority of grant and fellowship deadlines for NEH Fellowships and NSF grants in spring and summer, 2024, but the series is relevant for any HASSE research funding opportunity/deadline.

SRI Affiliated Programs

Write to Unite

Write to Unite creates new arenas in which to build faculty community at UCSB. This program provides spaces, resources, and tools to increase scholarly writing and research productivity; facilitates cross-disciplinary peer and informal mentoring relationships; and contributes to faculty retention through greater sense of belonging and success.

Collaborative Grant Development Retreat Series

Open to faculty members of all ranks from the Humanities, Arts, Social Sciences, and Education (HASSE) disciplines, this Collaborative Grant Development Retreat Series is designed to help research teams identify appropriate funding agencies and submit major grant proposals for extramural funding within the next 18 months.

California Alliance for Hispanic-Serving Social Science Advancement (CAHSSA)

CAHSSA works to align social science research initiatives with the Hispanic-serving mission of the majority of institutions of higher education in California. Program activities include grant proposal writing webcasts, mentored proposal writing groups, and writing retreats for new collaborative teams.

UC SANTA BARBARA Office of Research

Questions? Contact Maria Teresa Napoli, SRI
Director - STEM, napoli@research.ucsb.edu.

STRATEGIC RESEARCH INITIATIVES

Working with faculty to effectively secure extramural funding, from early career fellowships to large center grants.



AT A GLANCE

Services

- Proposal Review
- Proposal Writing Retreats
- Individualized Consultation
- Professional Development
- Workshops/Webinars
- Funding Search Tools
- Strategic Planning
- Center Proposal Support
- Monthly Newsletters
- Red Team Reviews
- Limited Submission Coordination

STAY INFORMED

Strategic Research Initiatives (SRI) offers several methods to keep you informed on funding opportunities, agency news, webinars and workshops, and insights on current research trends:

- *Monthly Fundamentals Newsletter*
- *Monthly Research Development & Grant Writing Newsletter from Academic Research Funding Strategies*
- *Customized funding searches through the Pivot Funding Opportunities Database*

ANNUAL PROGRAMMING

Read more about these annual opportunities on the SRI website:

- *Workshops*
- *Proposal Writing for Success (PROWESS)*
- *Commit to Submit (C2S)*

CONTACT

Barbara Endemaño Walker, Director of Strategic Research Initiatives - Humanities, Arts, Social Sciences & Education (HASSE)
barbara.walker@ucsb.edu

Melissa Bator, Strategic Research Initiatives Associate - Humanities, Arts, Social Sciences & Education (HASSE)
mjb@ucsb.edu

Kelly Pillsbury, Strategic Research Initiatives Analyst
pillsbury@research.ucsb.edu

Maria Napoli, Director of Strategic Research Initiatives - Science & Engineering
napoli@research.ucsb.edu

Danielle Chandler, Associate Director of Strategic Research Initiatives - Science & Engineering
chandler@research.ucsb.edu

Meghan McDonald, Strategic Research Initiatives Analyst
mcdonald@research.ucsb.edu

UC SANTA BARBARA

Office of Research

HSI AND AANAPISI FUNDING @UCSB

UC Santa Barbara is designated as a Hispanic-Serving Institution (HSI) and an Asian American and Native American Pacific Islander-Serving Institution.



WHAT DOES BEING AN HSI & AANAPISI INSTITUTION MEAN?

Hispanic Serving Institution (HSI) and Asian American and Native American Pacific Islander-Serving Institutions (AANAPISI) are designations given by the Department of Education to universities that have demonstrated student need for federal need-based financial assistance and student enrollment that fulfills the following requirements:

- AANAPISI: at least 10% Asian American or Native American Pacific Islander full-time students;
- HSI: at least 25 percent Hispanic full-time students.

HSI AND AANAPISI FUNDING

Being an HSI and AANAPISI makes UCSB faculty eligible to apply for certain funding opportunities available from:

- Department of Defense
- Department of Education
- Department of Energy
- National Endowment for the Humanities
- National Science Foundation
- USDA National Institute for Food and Agriculture
- National Aeronautics and Space Administration

Learn more about these opportunities at research.ucsb.edu/sri/funding-for-minority-serving-institutions

CAMPUS RESOURCES

Annual Eligibility Letter

HSI and AANAPISI funding opportunities often require a letter of eligibility issued by the Department of Education. A copy of this letter may be obtained by contacting Strategic Research Initiatives (SRI) or Sponsored Projects Office staff, or at research.ucsb.edu/institutional-information

Student Data

- UCSB Profiles (bap.ucsb.edu/institutional.research/campus.profiles/)
- UCOP Information Center (universityofcalifornia.edu/infocenter)
- IPEDS (Integrated Postsecondary Education Data System) (nces.ed.gov/ipeds/use-the-data)

Additional Articles

- Garcia, G. A. (2019). Becoming Hispanic-serving institutions: Opportunities for colleges and universities. Johns Hopkins University Press.
- Vargas, N., & Villa-Palomino, J. (2019). Racing to serve or race-ing for money? Hispanic-serving institutions and the colorblind allocation of racialized federal funding. *Sociology of Race and Ethnicity*, 5(3), 401-415.

CONTACT

Barbara Endemaño Walker, Director, Strategic Research Initiatives,
Special Assistant to the Executive Vice Chancellor for Diversity Initiatives
barbara.walker@ucsb.edu

research.ucsb.edu/sri

COE Students

ENROLLMENT: FALL 2023

1,823 Undergraduate students

764 Graduate students

DEMOGRAPHICS: FALL 2023

Undergraduate students

- 21% identify as women/trans women
- 70% are minority students
- 16% are underrepresented minority students (URM)
- 12% are international students

Graduate students

- 29% identify as women/trans women
- 44% are minority students
- 13% are URM students
- 47% are international students

DEGREE RECIPIENTS: 2022-'23

Bachelor's degrees: 387

- 19% identify as women/trans women
- 27% are first-generation students
- 70% are minority students
- 15% are URM students
- 15% are international students

Doctorate degrees: 98

- 26% identify as women/trans women
- 26% are first-generation students
- 29% are minority students
- 7% are URM students
- 54% are international students

Master's degrees: 144

- 35% identify as women/trans women
- 17% are first-generation students
- 59% are minority students
- 20% are URM students
- 51% are international students

27% COE bachelor's degrees awarded to first-generation students (2022-'23)

Degrees & Programs

BACHELOR OF SCIENCE

- Chemical Engineering
- Computer Engineering
- Computer Science
- Electrical Engineering
- Mechanical Engineering

COMBINED FIVE-YEAR BS/MS PROGRAMS

- BS/MS in Computer Science
- BS in Electrical Engineering and MS in Electrical and Computer Engineering
- BS in Computer Engineering and MS in Computer Science
- BS Chemical, Electrical or Mechanical Engineering and MS in Materials
- BS in Mechanical Engineering and MS in Mechanical Engineering

MASTER'S AND DOCTORAL DEGREE PROGRAMS

- PhD in Biological Engineering
- PhD in Chemical Engineering
- MS, PhD in Computer Science
- PhD in Materials
- MS, PhD in Mechanical Engineering
- MTM, PhD in Technology Management

OPTIONAL EMPHASIS PROGRAMS

- Bioengineering (PhD)
- Computational Science and Engineering (MS,PhD)
- Neuroengineering (PhD)



COE Rankings

GRADUATE ENGINEERING SCHOOL RANKINGS



Program	Ranking (Public universities)	Ranking (Overall)
College of Engineering	14	27
Chemical Engineering	7	11
Computer Science	12	24
Electrical Engineering	13	23
Materials	3	6
Mechanical Engineering	19	33

Note: Released in April 2023



#1 among public universities in percentage of eligible junior faculty who received National Science Foundation Early CAREER Awards (2017-'22)

#4 among public universities in percentage of faculty elected to National Academy of Engineering (10.1%, 2023)



13 STRAIGHT YEARS



ranked among the top two public institutions in the world for scientific impact in engineering and physical sciences (2011-'23)

Note: Based on the number and the proportion of a university's publications that, compared with other publications in the same field and in the same year, belong to the top 10% most frequently cited.



SHANGHAI RANKING

2023

GLOBAL RANKINGS

- #9 Electrical and Electronic Engineering
- #20 Automation and Control

NATIONAL RANKINGS

- #6 Metallurgical Engineering
- #7 Electrical and Electronic Engineering
- #8 Automation and Control
- #12 Chemical Engineering

COE Faculty

169 TOTAL FACULTY
(as of 1/1 2024)

- 10** Biological Engineering
- 16** Chemical Engineering
- 38** Computer Science
- 44** Electrical and Computer Engineering
- 27** Materials
- 26** Mechanical Engineering
- 8** Technology Management

BY RANK:

- 12** Lecturers/Teaching Faculty
- 37** Assistant Professors
- 14** Associate Professors
- 106** Professors



Shuji Nakamura



1 Nobel Prize and Queen Elizabeth Prize of Engineering recipient

Shuji Nakamura (2014, Physics; 2021)



Glenn Fredrickson



Linda Petzold

5 members of the National Academy of Sciences (NAS)

David Auston (1991)
Glenn Fredrickson (2021)
Craig Hawker (2022)
Linda Petzold (2021)
Galen Stucky (2013)

21%



FEMALE FACULTY

34



ENDOWED CHAIRS

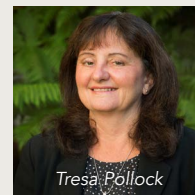
\$114.7 M



FACULTY RESEARCH EXPENSES
(2022-'23)

16 members of the National Academy of Engineering (NAE)

David Auston (1989)
John Bowers (2005)
Steven DenBaars (2012)
Michael Doherty (2016)
Glenn Fredrickson (2003)
Craig Hawker (2021)
Carlos Levi (2023)
Robert McMeeking (2005)
Umesh Mishra (2009)
Shuji Nakamura (2003)
Linda Petzold (2004)
Tresa Pollock (2005)
James Rawlings (2016)
Rachel Segalman (2021)
Chris Van de Walle (2016)
Henry Yang (1991)



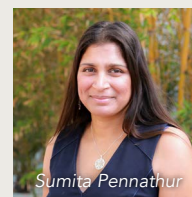
Tresa Pollock



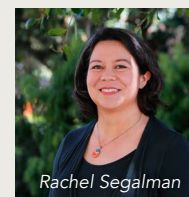
Craig Hawker

6 recipients of Presidential Early Career Awards for Scientists and Engineers (PECASE)

Daniel Blumenthal (1999)
Phillip Christopher (2019)
Michelle O'Malley (2016)
Sumita Pennathur (2011)
Rachel Segalman (2008)
Spencer Smith (2019)



Sumita Pennathur



Rachel Segalman

20 National Science Foundation Early CAREER Award recipients since 2020



Yangying Zhu



Galen Moody



Mahnoosh Alizadeh (2019)
Jonathan Balkind (2023)
Chris Bates (2019)
Raphaële Clément (2021)
Yufei Ding (2020)
John Harter (2021)
Elliot Hawkes (2020)
Bongjin Kim (2024)
Bolin Liao (2019)
Paolo Luzzatto-Fegiz (2020)
Nina Miolane (2023)
Galan Moody (2020)
Angela Pitenis (2021)
Alban Sauret (2020)
Misha Sra (2022)
William Wang (2020)
Yu-Xiang Wang (2020)
Enoch Yeung (2023)
Zheng Zhang (2019)
Yangying Zhu (2020)

Research Centers and Institutes

AI Institute for Agent-based Cyber Threat Intelligence and Operation (ACTION)



California Alliance for Minority Participation

Center for Bio-Image Informatics

Center for Control, Dynamical Systems and Computation

(CCDC)



Center for Information Technology and Society (CITS)

Center for Interdisciplinary Research in Fluids (CIRF)



Center for Multifunctional Materials and Structures

Center for Multimodal Big Data Science and Healthcare



Center for Scientific Computing (CSC)

Center for Stem Cell Biology and Engineering

Complex Fluids Design Consortium

Cybersecurity Center (SECLAB)



Institute for Collaborative Biotechnologies (ICB)



Interdisciplinary Center for Wide Band-Gap Semiconductors

Kavli Institute for Theoretical Physics



UC SANTA BARBARA
Mitsubishi Chemical Center for Advanced Materials

Optoelectronics Technology Center



UCSB Nanofabrication Facility (NanoTech)



Academic Personnel

Family-Friendly Policies for Faculty

- 1) Childbearing Leave
 - 2) Parental Bonding Leave
 - 3) Pay for Family Care and Bonding (PFCB)
 - 4) Active Service—Modified Duties
 - 5) Extension of the Tenure Clock
 - 6) Personnel Reviews
 - 7) Other Campus Resources
-

1.

Childbearing Leave

A faculty member who bears a child is eligible for childbearing leave for the period prior to, during, and after childbirth.

Childbearing leave consists of the time the individual is temporarily disabled because of pregnancy, childbirth, or related medical conditions.

A family member is eligible for eight (8) weeks of paid childbearing leave, at their approved base salary regardless of the length of their University service. If more time is necessary for medical reasons, up to one (1) quarter of medical leave may be requested. Should the medical conditions continue beyond the initial quarter of leave with pay, further extension will be considered on an individual basis. During a childbearing or medical leave, no duties will be required by the University. Childbearing leave need not be taken in one continuous period of time but may be taken on an intermittent or reduced schedule basis when medically necessary.

2.

Parental Bonding Leave

A faculty member is eligible for full-time or part-time parental leave without pay for up to one year to care for a child. The child may be the appointee's child or that of a spouse or domestic partner.

Academic Personnel

3.

Pay for Family Care and Bonding (PFCB)

The University offers Pay for Family Care and Bonding (PFCB) as an income replacement option for faculty who need to take leave to care for their family members. This option may be exercised for up to eight (8) workweeks per calendar year. Eligibility for PFCB requires an approved family medical leave taken under the FLMA and CFRA for:

1. Care for a family member with a serious health condition
 2. Parental Bonding Leave
 3. Qualifying Exigency Leave
 4. Military Caregiver Leave
-

4.

Active Service— Modified Duties

A faculty member who has 50% or more of the care of an infant or young child may request Active Service—Modified Duties. The modified duties must be determined in consultation with the Department Chair and approved by the Dean.

An individual other than the birth parent is eligible for up to one (1) quarter of Active Service—Modified Duties for each birth or adoption. The birth parent is eligible for up to three (3) quarters of Active Service—Modified Duties, or up to three (3) quarters of combined Childbearing and Active Service—Modified Duties for each childbirth.

5.

Extension of the Tenure Clock

A faculty member may “stop” the tenure clock during the probationary period to care for a newborn child up to the age of two, or a child under five newly placed for adoption or foster care. The child may be the individual’s child or that of the individual’s spouse or domestic partner.

The clock may be stopped for up to one year for each event of birth or placement; provided that all time off the clock totals no more than two (2) years in the probationary period. The faculty member is eligible to stop the clock even if the individual does not take a formal leave or have a modification of duties.

Stopping the clock will not delay the timing of a merit or promotion review. However, the faculty member may request to defer a review based on time off the clock.

Academic Personnel

6.

Personnel Reviews

A faculty member will not be arbitrarily disadvantaged in their promotion, advancement, or compensation because they have elected to take a childbearing or parental leave, to stop the clock, or to defer a review. Personnel reviews that are deferred due to a family accommodation as defined in APM-760 will be treated procedurally in the same manner as personnel reviews conducted at the usual intervals. The file will be evaluated without prejudice as if the work were done in the normal period of service and will be so stated in the departmental letter.

7.

Other Campus Resources

- The [Basic Needs Program](#) provides information about various support systems around campus. It encompasses financial, housing, nutritional, transportation, and wellness resources.
- [Campus and Community Childcare](#) provides information on childcare services for students, staff, and faculty within the University community.
- [Elder Care Support Services](#) is a resource where families can find additional information on care and support for their loved ones.
- The [Lactation Support Program](#) provides parents who wish to express milk with a private, secure, and sanitary area for doing so. Locations around the campus can be [found here](#).
- There are a number of Summer/Winter camp options available for younger children, ranging from art and design to STEM-oriented camps. The University keeps an updated list of local programs [here](#).

Further information can be found at myfamily.ucsb.edu.

The **[Academic Personnel Manual \(APM\)](#)** includes policies and procedures pertaining to the employment between an academic appointee and the University of California.

More information:

The [Red Binder](#) includes UCSB Campus Policies and Procedures for Academic Personnel (based on the APM).