

## V. Criteria of Evaluation for Appointment and Promotion in the Regular Title Series

### A. Areas of Activity

Four areas of activity are important in the evaluation of faculty for appointment and promotion in the regular title series: (1) teaching, including both formal classroom activities and informal influence on students' growth; (2) research and other creative productivity; (3) professional status and activity; and (4) University and public service.

Since all appointments and promotions shall be made on the basis of merit, the following detailed statements regarding each of these areas will serve as a guide to review committees evaluating the accomplishments of a faculty member.

#### 1. Teaching and Student Relations

Markedly superior teaching and advising are distinct values and should be recognized in appointment or promotion. Recognition also should be given to a faculty member's contribution to student welfare through service on student-faculty committees or as an advisor to student organizations.

Objective evidence of the quality of teaching shall be included in the final dossier. Such evidence should include: (a) reports by colleagues qualified in the field; (b) evaluations by students and, if available, graduates; and (c) when appropriate, the subsequent accomplishments of graduates whose major work has been supervised by the individual under consideration.

Colleges shall evaluate the quality as well as the quantity of academic advising done by each faculty member. The results of this evaluation shall be considered in the annual performance review and in the decisions concerning retention and/or promotion of each faculty member.

#### 2. Research and Other Creative Activity

The individual under consideration must show evidence of continuing research or creative activity in the particular field of assignment. Normally, publication in the form considered appropriate for the field will constitute this evidence. Evaluation of the quality of such publication is imperative, and specialists in the field from both inside and outside the University should be called upon to attest to the value of the individual's research. Since certain types of research or creative work require a longer period of development before publication than do others, evaluation also should be made of work in progress, particularly in cases where retention is involved. It should be understood that in certain activities, "publication" as used in this document may be achieved in modes different from those of the sciences and the book-based disciplines.

#### 3. Professional Status and Activity

The demonstration that the abilities of the individual under consideration are recognized outside the University is important in evaluation, but such recognition must be weighted according to rank. Obviously, a candidate for the lowest rank will not be likely to have achieved wide recognition. There are many ways in which extramural recognition may be evidenced, and those entrusted with evaluation will use the kind of evidence appropriate to their fields. Qualitative rather than quantitative judgments should be made.

4. University and Public Service

Effective participation in activities appropriate to the formation of educational policy and faculty governance and effective performance of administrative duties shall be taken into consideration in the evaluative process. A service component is a normal part of a faculty member's obligation to the University.

Service to the community, state, and nation also must be recognized as positive evidence for promotion, provided that this service emanates from the special competence of the individual in an assigned field and is an extension of the individual's role as a scholar-teacher. In the colleges of the Medical Center, patient care is recognized as a special competence in an assigned field and is an integral part of the service component. Public service unrelated to the individual's role as a scholar-teacher does not constitute evidence for appointment, promotion, or salary increase.

B. Balance and Intellectual Attainment

A major consideration in any appointment or promotion with tenure is superior achievement in the various activities discussed in the preceding paragraphs. While the proportion of these activities may vary in terms of the individual's assignments and specialty, it must be recognized that superior intellectual attainment is evidenced both by the quality of the individual's teaching and the quality of the individual's research or other creative activity. Ideally, individuals selected for tenure should demonstrate superiority in all of the major criteria discussed here and, while special circumstances may cause the weight of emphasis on each to vary, care must be taken to insure that outstanding performance in a single activity does not obliterate the other factors that should be considered in evaluating academic excellence.

C. General Criteria for Ranks

Although it is impossible to specify the exact criteria for judging an appointment or promotion to any one particular rank, the following general statements are guides for review committees.

1. Assistant Professor

Appointment or promotion to the rank of assistant professor shall be made after it has been determined that the individual has earned the terminal degree appropriate to the field of assignment and has a current capability for good teaching, research, and University service and a potential for significant growth in these areas.

2. Associate Professor

Appointment or promotion to associate professor shall be made only after an indication of continuous improvement and contribution by an individual both in teaching and research or other creative activity. Furthermore, the individual should have earned some regional recognition for excellence appropriate to the field of assignment.

3. Professor

Appointment or promotion to the rank of professor is an indication that, in the opinion of colleagues, an individual is outstanding in teaching and in research or other creative activity and, in addition, has earned national and, perhaps, international recognition. It should be stressed further that this rank is recognition of attainment rather than of length of service.

The September 20, 1989 revisions of this Administrative Regulation are applicable to those appointed in the Regular Title Series prior to January 2000 and should be retained as Page V-A.

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