

and teaching excellence, as determined by the department or preferably the College as a whole. (See section 2, items A3 and A4 for minimum qualifications for initial appointment at Associate Professor and Professor ranks.)

14. In addition, there must be a record of service to the University and the larger community. Departments expect tenure-track faculty to engage in committee work and extension service.
2. Implicit in the evaluation of tenure-track faculty at lower ranks is the promise the faculty member holds for further scholarly and professional development.
3. Given the range and type of journals, the quality (academic worth) of the faculty's publication or creative work must at all times be judged by tenured peers.
4. In general, units that offer only graduate programs must have more rigorous requirements than purely undergraduate units.

TABLE 1. STANDARDS FOR EVALUATION OF TENURE-TRACK FACULTY

PERFORMANCE	DESIRED QUALITY AND ATTRIBUTES	SOURCES OF EVIDENCE
TEACHING	<ul style="list-style-type: none"> <li><input type="checkbox"/> KNOWLEDGE OF SUBJECT MATTER</li> <li><input type="checkbox"/> CONTRIBUTION TO INTELLECTUAL DEVELOPMENT OF STUDENTS THROUGH SUCH MEANS AS COURSE SYLLABUS AND MATERIAL, INTERACTION WITH STUDENTS IN AND OUTSIDE THE CLASSROOM, ADVISING, AVAILABILITY TO STUDENTS</li> <li><input type="checkbox"/> SUSTAINED COMMITMENT TO CLASSROOM INSTRUCTION</li> <li><input type="checkbox"/> CAPACITY (WHERE APPLICABLE) TO DIRECT GRADUATE WORK OR SENIOR UNDERGRADUATE WORK, DIRECTED STUDIES OR READING SEMINARS, INTERNSHIPS, FIELD WORK OR OTHER COURSES</li> <li><input type="checkbox"/> ABILITY TO COMMUNICATE EFFECTIVELY TO STUDENTS</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> STUDENT EVALUATION: TEACHER'S ABILITY TO COMMUNICATE, OPENNESS TO DIALOGUE, FAIRNESS, ORGANIZATION, PERSONAL QUALITIES IN THE CLASSROOM (E.G., A POPULAR TEACHER IS NOT NECESSARILY A GOOD TEACHER; UNREASONABLENESS IS NOT A MARK OF INTELLIGENCE), ATTENDANCE, PUNCTUALITY, AVAILABILITY FOR CONSULTATION</li> <li><input type="checkbox"/> PEER EVALUATION: COURSE SYLLABUS AND CONTENT, INSTRUCTIONAL MATERIALS, TEACHING</li> <li><input type="checkbox"/> TEACHING PORTFOLIO: COURSE SYLLABUS AND MATERIAL, EXAM QUESTIONS, EXERCISES, INSTRUCTIONAL MATERIALS (INCLUDING TEXTBOOK, LAB MANUAL AUTHORED BY FACULTY MEMBER, IF ANY)</li> <li><input type="checkbox"/> OVERALL CLASS PERFORMANCE (E.G., INORDINATELY HIGH FAILURE RATE MUST BE EXPLICABLE)</li> <li><input type="checkbox"/> SUBMISSION OF GRADES ON TIME</li> <li><input type="checkbox"/> TEACHING-RELATED GRANTS</li> <li><input type="checkbox"/> TEACHING EXCELLENCE AWARDS</li> </ul>