

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"> <input type="checkbox"/> KNOWLEDGE OF SUBJECT MATTER <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 <input type="checkbox"/> SUSTAINED COMMITMENT TO CLASSROOM INSTRUCTION <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 <input type="checkbox"/> ABILITY TO COMMUNICATE EFFECTIVELY TO STUDENTS 	<ul style="list-style-type: none"> <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 <input type="checkbox"/> PEER EVALUATION: COURSE SYLLABUS AND CONTENT, INSTRUCTIONAL MATERIALS, TEACHING <input type="checkbox"/> TEACHING PORTFOLIO: COURSE SYLLABUS AND MATERIAL, EXAM QUESTIONS, EXERCISES, INSTRUCTIONAL MATERIALS (INCLUDING TEXTBOOK, LAB MANUAL AUTHORED BY FACULTY MEMBER, IF ANY) <input type="checkbox"/> OVERALL CLASS PERFORMANCE (E.G., INORDINATELY HIGH FAILURE RATE MUST BE EXPLICABLE) <input type="checkbox"/> SUBMISSION OF GRADES ON TIME <input type="checkbox"/> TEACHING-RELATED GRANTS <input type="checkbox"/> TEACHING EXCELLENCE AWARDS

PERFORMANCE	DESIRED QUALITY AND ATTRIBUTES	SOURCES OF EVIDENCE
RESEARCH	<input type="checkbox"/> COMMITMENT TO ORIGINAL RESEARCH OR CREATIVE WORK THAT WILL LEAD TO SUSTAINED CONTRIBUTIONS OVER TIME AND TO GROWTH IN SCHOLARLY AND PROFESSIONAL STATURE <input type="checkbox"/> ACCEPTABLE QUALITY AND QUANTITY OF PUBLISHED OR CREATIVE WORK, IN TERMS OF THE MINIMUM STANDARDS AND THOSE SET BY THE DISCIPLINE	<input type="checkbox"/> CRITICAL PEER EVALUATION USING STANDARDS OF THE DISCIPLINE <input type="checkbox"/> PAPERS READ IN CONFERENCES; INVITED PARTICIPATION IN SCHOLARLY CONFERENCES <input type="checkbox"/> CREATIVE WORK OR RESEARCH PROJECTS (ONGOING AND COMPLETED), INCLUDING PATENT, SOFTWARE, AND OTHER TECHNOLOGICAL DEVELOPMENTS <input type="checkbox"/> REFEREED PUBLICATIONS (JOURNAL ARTICLE, BOOK, OR BOOK CHAPTER) OR EQUIVALENT ARTISTIC PRESENTATION, EXHIBITS, OR PERFORMANCES IN VISUAL AND PERFORMING ARTS <input type="checkbox"/> RESEARCH GRANTS (IF ANY) <input type="checkbox"/> MEMBERSHIP OR LEADERSHIP IN PROFESSIONAL ORGANIZATION <input type="checkbox"/> AWARD AND ACHIEVEMENTS IN THE DISCIPLINE (IF ANY)
SERVICE	<input type="checkbox"/> ACTIVITIES THAT ENHANCE THE ACADEMIC LIFE OF THE UNIVERSITY, IMPROVE THE QUALITY OF LIFE OF SOCIETY, OR PROMOTE THE GENERAL WELFARE OF THE UNIVERSITY, COMMUNITY, OR NATION AT LARGE	<input type="checkbox"/> COMMITTEE WORK, PARTICIPATION IN DEPARTMENT/COLLEGE/UNIVERSITY ACTIVITIES <input type="checkbox"/> EXTENSION REPORT <input type="checkbox"/> FEEDBACK FROM BENEFICIARIES OR PARTNERS <input type="checkbox"/> PUBLIC SERVICE AWARD (IF ANY)
<p>BASIC PREMISES:</p> <ol style="list-style-type: none"> 1. WHILE THE BALANCE AMONG TEACHING, RESEARCH, AND SERVICE MAY VARY FROM DISCIPLINE TO DISCIPLINE, EFFECTIVE TEACHING OR IMPORTANT CONTRIBUTIONS TO SOCIAL WELFARE CANNOT COMPENSATE FOR THE ABSENCE OF SCHOLARLY OR CREATIVE WORK. 2. THE EVIDENCE MUST SHOW THE FACULTY MEMBER'S CAPACITY FOR CONTINUED SCHOLARLY GROWTH EVEN AFTER THE GRANT OF TENURE. 3. THE HIGHER THE RANK AT WHICH THE GRANT OF TENURE IS BEING CONSIDERED, THE GREATER THE EVIDENCE OF SUSTAINED SCHOLARLY WORK AND PROFESSIONAL ACHIEVEMENT. 		

5 Units may impose higher requirements⁹ provided these are approved by the College, the Chancellor, the President, and the Board of Regents.

6 Table 1 summarizes the standards for tenure in light of the statements in this section. Recruitment and tenure rules, however, should be reviewed periodically and upgraded in the interest of academic excellence.

⁹ In its 1017th BOR meeting on 8 December 1988, the Board clarified that the College may, with the approval of its faculty, adopt higher standards or requirements for the grant of tenure. The clarification was given in the light of the decisions of some units, including the College of Science, to adopt stricter tenure requirements.