

III. FACULTY PROMOTION

Promotion offers an opportunity for the faculty to demonstrate and gain recognition for their achievements over a period of time. As with tenure, promotion is based on demonstrable academic grounds. Within the framework provided by the principles and guidelines in this statement, units are advised to specify their promotion requirements (in writing) for the guidance of the faculty.

A. Principles

- 1 Promotion is recognition of the faculty member's accomplishments, growth, and development as a teacher and scholar, and service to the University and the general public. It involves an assessment of the faculty's success and continuing competence in the performance of their academic duties. Promotion also presents the challenge of further accomplishments.
- 2 Promotion affirms the primacy of academic excellence in support of the University's mission. Academic freedom guarantees that academic quality is the basis of academic personnel decisions. Promotion implies selectivity and choice; it is awarded for demonstrable scholarly and professional merit, not for seniority, length of service, or humanitarian considerations.
- 3 The evaluation of merit involves the application of academic and professional judgment by peers, which takes place within a framework of collegiality, shared responsibility, accountability, and authority along various levels of review, among the faculty, and between faculty and administrators. Faculty members share in the exercise by providing solid evidence of merit and by acting as peer reviewers.
- 4 The breadth and variety of academic and professional fields in the University make the development of detailed promotion criteria, equally applicable to all fields, inappropriate. However, the overriding values and standards are the same: demonstrable academic achievement in teaching, scholarly or creative work, service, and professional growth.
- 5 Individual colleges and departments may impose more stringent standards so long as these are consistent with the intent and framework of system-wide standards and are applied consistently within the unit. Stricter or additional requirements must be approved by the College faculty.
- 6 Promotion to a higher rank occurs only three times in a faculty's career, from Instructor to Assistant Professor, from Assistant to Associate Professor, and from Associate to

Full Professor. Hence, rank promotions require the highest standards of performance. In no case shall faculty cross rank solely on the basis of performance as an administrator.

7. All faculty members are expected to perform the minimum duties and expectations contained in this statement and other University rules. The extent to which these expectations are surpassed shall be the basis of upward movement within a rank or promotion to a higher rank.
8. As the faculty and the University develop, the standards of performance should change. If a faculty member's accomplishments do not keep pace with current standards, the individual may not be promoted. It is not appropriate to argue that faculty be promoted because they meet the performance standards previously in effect, by which some of their colleagues were measured and promoted. Scholarly development means adherence to ever higher standards of performance.
9. The career path of a faculty member begins with hiring. Appointment at the instructor level shall be reserved for those who are judged to have potential for development and the future award of tenure; and for other ranks, those who have demonstrated competence and whose track records indicate a high likelihood of continued excellence. Promotion standards in this statement are consistent with those for faculty recruitment and tenure.
10. A cap on promotion and priority categories for promotion may be imposed by the constituent university and/or the System, owing to budget constraints. It is incumbent on the individual units to prioritize their recommendations.

B General Evaluation Criteria and Indicators

1. Faculty shall be evaluated on the following categories: teaching, scholarly or creative work, service to the University and the public, and professional growth.
2. The weights for each category are differentiated according to the nature of the unit. Graduate units (i.e., without undergraduate programs) are expected to place at least equal emphasis on teaching and scholarly work, while purely undergraduate units may give greater value to teaching.

TABLE 2. EVALUATION CATEGORIES FOR FACULTY PROMOTION AND CORRESPONDING WEIGHTS

EVALUATION CATEGORY	WEIGHTS	
	PURELY GRADUATE/MIXED UNITS	PURELY UNDERGRADUATE UNITS
TEACHING	30 - 40%	40 - 50%
SCHOLARLY/CREATIVE WORK	30 - 40%	30 - 40%
SERVICE	10 - 15%	10 - 15%
PROFESSIONAL GROWTH	10 - 15%	10 - 15%

- 3 Within the range specified in table 2, individual units may decide on the mix of weights to be applied, unless the constituent university adopts a uniform system.
- 4 The aspects to be assessed, indicators, items, and activities to be evaluated for each category are generally worded so that academic units can further define them.
- 5 Units shall endeavor to assess not only quantity, but more importantly, quality and significance of contributions. However, units may impose quantitative requirements as part of the operational basis of their evaluation.
- 6 Faculty members are evaluated based on accomplishments reckoned from the date of the University's last promotion.
- 7 The parameters provided in table 1 (section 1, E6) are also useful as a guide in evaluating the performance of faculty being considered for promotion.

C. Teaching

- 1 Good teaching—the kind that instills a desire for learning and encourages creative and critical thought—is expected of all faculty members, tenured and non-tenured alike. Teaching ability and performance, and conscientiousness in undertaking teaching duties may be measured in terms of the following:
 - 1.1. Mastery and command of subject matter
 - 1.2. Ability to convey subject matter clearly to students
 - 1.3. Ability to translate material into a form that is organized, comprehensible, appropriate and interesting to students
 - 1.4. Accessibility to students for consultation
 - 1.5. Constant review and improvement of the syllabus and teaching materials
 - 1.6. Application of strategies that invite learning initiatives by the student
- 2 Effective teaching may be gauged through student evaluation, peer evaluation, and the faculty member's teaching portfolio.¹²
- 3 Items to be considered in the teaching portfolio or other activities evaluated under the teaching category include, but are not limited to, the following:

¹² See annex for the teaching portfolio.

- 3.1. Production and publication of teaching materials like textbooks, course (student and teaching) modules, laboratory manuals
 - 3.2. Use of updated, research-based syllabi, course materials, and teaching innovations
 - 3.3. Performance as research supervisor, thesis and dissertation adviser
 - 3.4. Teaching load, class size, number of preparations
4. In no case shall teachers who are habitually absent or late, and who frequently submit grades late, be promoted.

D. Scholarly or Creative Work

1. Scholarly research or creative work is expected of all faculty members, especially for ranks higher than Instructor. The vitality of the faculty, both collectively and individually, depends greatly upon ongoing research and creative accomplishments. Research and creative work enrich the discipline and enhance teaching.
2. Published research in reputable refereed journals, academic books or other prestigious publications, and creative work that has been made available to peers for independent assessment, such as well-acclaimed juried or invited exhibitions or performances for the visual and performing arts, are the main indicators of accomplishment in this category. As such, they are given the heaviest weight.
3. Vanity (self-published or self-produced) publications, exhibitions, or performances and unpublished papers that have never been read in conferences shall not be given credit.
4. Other scholarly outputs that may be given credit include, but are not limited to: technological innovations, varieties/strains, patents, software and computer programs; significant policy papers, media productions, recordings, editing of published books and journals; and presentation of scholarly/technical papers and research findings in conferences and other academic fora. All these must be considered by peers to be of academic worth.
5. Publications and presentations in popular venues or works outside the discipline (e.g., articles in newsletters or bulletins, advocacy papers) shall not be considered part of research but may be considered under the category of service.
6. Faculty members must submit documented evidence of publication and other creative output for evaluation by peers.

E Service to the University and Larger Community

1. Extension service is valued because it enriches teaching and research, disseminates knowledge to the larger community, and is directed at the improvement of the general well-being of society.
2. Service to the University is measured in part by one's involvement in department/College/University activities and committees (e.g., degree of participation, effectiveness).
3. Faculty members who hold administrative positions, especially heads of units, carry important and demanding responsibilities in serving the University. Acknowledging that heavy administrative workload might limit teaching and scholarly output, a separate set of guidelines for faculty administrators is provided in section 4 of this statement.
4. Contributions to community service in the public sector or civil society or as a public intellectual are an important part of extension work.
5. Items or activities that may be examined and given credit in this category are the following:
 - 5.1. Service rendered as coordinator, trainer, resource speaker, organizer of training programs, conferences, symposiums, and workshops related to one's discipline
 - 5.2. Technical assistance to government and other agencies
 - 5.3. Training programs for other universities and educational institutions, local communities and non-government organizations
 - 5.4. Service publications (popular training manuals, monographs, bulletins, etc.)
 - 5.5. Popular presentations and popularized lectures on topics within the discipline
 - 5.6. Contributions as public intellectual to the intelligent discussion of issues of national or global concern

F Professional Growth

1. A faculty member must also show evidence of professional growth, both as a professional educator and an academic belonging to a particular discipline or field. Accomplishments in this category form part of the criteria for promotion.
2. The items and activities to be considered and evaluated in this category include the following:
 - 2.1. Additional formal training in the discipline (academic studies or specialty training, as in the case of medical doctors)

- 2.2. Professional recognition (awards in recognition of research/teaching/service)
- 2.3. Attendance in local and international symposia, conferences within one's discipline
- 2.4. Leadership positions in academic or professional organizations and societies here and abroad
- 2.5. Membership in international organizations of an academic nature
- 2.6. Membership in editorial or advisory boards of journals
- 2.7. Membership in technical panels
- 2.8. Research fellowship or visiting professor appointment in a reputable foreign university
- 2.9. Invitation to review or referee published articles, research output/creative work within the discipline
- 2.10. Invitation to sit in other review bodies (such as those that award grants or awards)

G. Evaluation Procedure

1. Review Levels

- 1.1. Recommendations for promotion begin at the department level, through the Chair and Academic Personnel Committee (or equivalent body), and are forwarded to the Dean for evaluation and endorsement by the Dean and College APC (or equivalent body).
- 1.2. A counterpart committee at the constituent university level (Academic Personnel and Fellowships Committee or University Academic Personnel Board), chaired by the Vice Chancellor for Academic Affairs or Instruction, reviews College recommendations for promotion.
- 1.3. Promotions up to the rank of Assistant Professor are decided by the Chancellor. Recommendations for higher rank promotions are endorsed by the Chancellor to the System committee for promotions chaired by the Vice President for Academic Affairs. The System committee endorses its recommendations to the President.
- 1.4. Final approval of recommendations for promotion to or at the rank of Associate Professor and Professor comes from the Board of Regents, upon the recommendation of the President.

- 2 If the faculty member is an affiliate faculty member in another constituent university during the period of evaluation, both the home and the second unit shall evaluate the faculty member.¹³
 - 2.1. The home unit shall evaluate the affiliate faculty member for teaching and/or scholarly or creative work if he/she teaches there and/or has done work on the discipline.
 - 2.2. The second unit shall evaluate the affiliate faculty member for teaching and scholarly performance if he/she teaches in the second unit or has done research on a subject related to the nature and scope of the second unit.
 - 2.3. The recommendation for promotion may emanate from either unit, provided the affiliate faculty member's record is evaluated by both the primary and secondary units. The recommending unit shall send the documents to the Vice President for Academic Affairs, who shall then refer the recommendation to the other unit for evaluation.
 - 2.4. After evaluating the affiliate faculty member's record, both units shall forward their recommendation to a joint committee chaired by the Vice President for Academic Affairs and consisting of the Vice Chancellors for Academic Affairs (or Instruction) of the two units concerned.
 - 2.5. The System committee shall send its recommendation to the President, for approval by the Board of Regents.
- 3 A faculty member who finds that his/her accomplishments were not adequately considered by the review bodies may appeal to the next higher body.
 - 3.1. In making and considering the appeal, the following shall be considered: bias or unfairness in the review process (the level of review must be identified), and insufficient consideration of the faculty member's accomplishments compared to others in the same rank and discipline/field.
 - 3.2. Corrective promotion in relation to past promotions may not be the subject of appeal unless from the outset, the promotion was announced as corrective promotion. In this case, the University shall determine the cut-off date for past promotions and include it in the announcement of corrective promotion.

¹³ Guidelines for promotion of affiliate faculty and faculty on temporary second appointment, 176th PAC (President's Advisory Committee) meeting, 29 November 2000.