

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%