

1 **Part B. Criteria and Evidence.**

2 **FAC 5.B.1. Overview.**

3 Each candidate has the responsibility to prepare the proper forms and to submit evidence for the granting
4 of promotion. (Forms are available in the office of the deans and the Provost and Vice Chancellor) All as-
5 sertions concerning teaching, scholarship, or service must be documented. Data which concerns highest
6 degree earned, years of experience, and years in rank must agree with official University records -- these
7 may be verified by the head of the initial level of review.

8 Evidence which is submitted by candidates for promotion should be as specific and detailed as possible.
9 Candidates should submit all pertinent evidence with comprehensive documentation since the last promo-
10 tion. Material should be arranged in chronological order. Whenever possible, the material should be sum-
11 marized. Original copies of teaching evaluations, publication, or other voluminous or bulky materials
12 should be submitted to the initial level of review as appendices to the promotion form but should not be
13 ordinarily transmitted to the next level of review. Candidates may submit evidence of writings which have
14 not been published as evidence of professional and scholarly growth. (These should be clearly labeled
15 and the initial level of review should carefully evaluate such writing.) The next level of review should re-
16 ceive complete summaries and evaluations of such materials and they, as well as other review levels in
17 the promotion process, may review the original documentation upon request to the head of the initial level
18 of review. Candidates should provide information which would make each activity or reference meaningful
19 (i.e., candidates are encouraged to define the importance of each activity or reference). Materials and/or
20 additional information may not be added to the promotion folder after the initial level of review.

21 Each review level should expect differences of performance for each rank to which candidates may be
22 aspiring. (For example, teaching effectiveness which is expected in order to be promoted to professor
23 should be higher than that which is expected to be promoted to assistant professor.)

24 Levels of review shall not use criteria which are not specified by the promotions document or other univer-
25 sity regulations.

26 The normal minimum requirements for promotion are indicated below in four categories: FAC 5.B.2. De-
27 gree, Experience, and Time in Rank; FAC 5.B.3. Teaching Effectiveness; FAC 5.B.4. Professional and
28 Scholarly Growth; and FAC 5.B.5. Institutional and Extra-institutional Service. (Special Promotions Criteria
29 in Performing Arts, Libraries and Learning Resources, Social Work, and Journalism appear at end of doc-
30 ument.)

31 **FAC 5.B.2. Degree, Experience, Time in Rank (General).**

32 [For experience and time in rank requirements, do not count the present year.]

33 (1) Instructor.

34 Degree: Master's.

35 Experience: No minimum.

36 Time in Rank: No minimum.

37 (2) Assistant Professor.

38 Degree: Doctorate. [Faculty who acquire the doctorate will be automatically promoted to
39 this rank if official notice that the degree has been granted is submitted to the
40 Provost and Vice Chancellor's Office by January 1. Rank will become effective
41 as of the following July 1.]

42 Other Degree Options: In some areas a two-year advanced degree beyond the master level will
43 be considered. In some instances thirty (30) semester hours of work beyond a
44 master degree or all course work and residence requirements for a doctorate
45 plus commitment to the terminal degree will also be considered. These options
46 will require regular promotion procedures.

47 Experience: With a doctorate, no minimum. For other candidates, four years including at least
48 one year of college teaching.

1 Time in Rank: With a doctorate, no minimum. For other candidates, one year as an instructor at
2 this university.

3 (3) Associate Professor.

4 Degree: Doctorate.

5 Experience: A minimum of five years of college teaching.

6 Time in Rank: A minimum of two years as an Assistant Professor at this university.

7 (4) Professor.

8 Degree: Doctorate.

9 Experience: A minimum of ten years.

10 Time in Rank: A minimum of four years as an Associate Professor at this university.

11 Evidence: The immediate supervisor shall document that data is consistent with university
12 records and that evidence on degree completion is on file in the Provost and
13 Vice Chancellor's Office.

14 **FAC 5.B.3. Teaching Effectiveness.**

15 Consistent with the mission of this university, the most important criterion is teaching effectiveness which
16 is a necessary, but not sufficient, basis for promotion. Under most circumstances only individuals demon-
17 strating effective teaching should receive favorable consideration for promotion. An exception to this crite-
18 rion would be an unusual circumstance in which an individual whose teaching ability is only satisfactory
19 would be recommended for promotion because of sustained professional and scholarly achievements of
20 high quality which directly and significantly contribute to the strength of the educational program and/or the
21 stature of the university.

22 For faculty with no teaching assignments, performance or professional responsibilities which are directly
23 related to their assignment shall be the most important criterion for promotion. (Faculty whose responsibili-
24 ties are primarily non-teaching but who also teach will be evaluated for classroom performance as well as
25 for professional assignments.)

26 Evidence: For the guidance of candidates, some sources of evidence of teaching effectiveness which may
27 be submitted are indicated below. Except for student evaluations, no other single source is required. How-
28 ever, candidates are urged to prepare and submit as much relevant evidence concerning teaching effec-
29 tiveness as possible. The list is not ranked in priority order:

30 (1) Student Evaluations - Candidates must obtain student evaluations of teaching ability. This evi-
31 dence should be presented in summary form by class. A copy of the evaluation device together
32 with data which clearly define the relevant population should be submitted (along with norms,
33 when available). Evaluations from a minimum of 5 classes are sufficient. Limitations in validity and
34 reliability which are recognized by the initial level of review should be taken into account by each
35 subsequent level of review.

36 (2) Peer evaluations obtained by classroom visitations and/or in other appropriate teaching situations.

37 (3) Evidence of the development of new courses or improved teaching techniques (such as course
38 proposal forms, descriptions of improved techniques, and grant proposals with evidence of fund-
39 ing if obtained).

40 (4) Original materials which were prepared for classroom use such as original exercises and visual
41 aids. (Publications of textbooks or workbooks is regarded as evidence for scholarly growth.)

42 (5) Scientific instrumentation which was prepared and modified for classroom use.

43 (6) Citations or awards for teaching excellence.

44 **FAC 5.B.4. Professional and Scholarly Growth.**

45 Professional and Scholarly Growth is to be given equal weight with Institutional and Extra-Institutional
46 Service. Individuals should demonstrate excellent performance in either Scholarly and Professional

1 Growth or in Institutional and Extra Institutional Service and satisfactory performance in the other in order
2 to receive favorable consideration for promotion.

3 The following activities are considered to be in the domain of Scholarly and Professional Growth. (It is
4 recognized that the specific activities in which an individual participates will vary from one discipline or pro-
5 fessional field to another):

6 (1) Work which involves the expansion of ideas, theories, and principles or which adds to the inter-
7 pretation of developed knowledge in the individual's field. This may be unpublished work which is
8 recognized by qualified peers in the field in a direct communication or some other type of written
9 acknowledgment. Published work is preferred.

10 (2) Articles in scholarly and professional journals of international, national, regional, state, or local
11 significance.

12 (3) Published books including textbooks, workbooks, or musical manuscripts which make a contribu-
13 tion to the candidate's academic or professional field.

14 (4) Papers relevant to one's field given at academic and professional meetings as well as participa-
15 tion in colloquia and symposia at the national/international, regional, state, and local levels.

16 (5) Published multi-media packages.

17 (It is recognized that the above five categories must be assessed relative to the particular field. A
18 multi-media package which is used by other universities or external agencies or an art work or a
19 musical composition may be defined as a publication. Acceptance for publication is easier in
20 some fields than in others. The initial level of review should indicate the relative significance of
21 journals in which articles are published.)

22 (6) Participation in professional/scholarly activities which are relevant to one's area may include but
23 need not be limited to the following:

24 (a) Appearance of art work in a show of high caliber.

25 (b) Musical, theatrical, or other public performance.

26 (c) Receiving commissions and/or contracts to do art, music, theater, writing, or other relevant
27 creative work of high quality.

28 (d) Taking lessons from a prestigious teacher in the field or attending workshops.

29 (e) Selection as a consultant by agencies outside the university.

30 (f) Developing and modifying scientific research instrumentation primarily for research.

31 (7) Holding office in professional and scholarly associations or serving as editor at the international,
32 national, regional, state, or local level.

33 (8) The winning of awards, prizes, and other forms of recognition of achievement which are relative to
34 one's field (such as selection by peers or prestigious external agencies to judge artistic, literary, or
35 athletic competition or to conduct workshops or tournaments) at the international, national, re-
36 gional, state or local level.

37 (9) Preparing grant proposals. (Added importance will be given to those that are funded from
38 non-university sources.)

39 Evidence. Professional and scholarly growth is most appropriately evaluated at the initial level of
40 review. Therefore, the amount of materials concerning professional and scholarly growth will be
41 greater at the initial level of review.

42 Candidates may include copies of materials and evidence which are related to professional and
43 scholarly growth in their folders for initial level of review without restriction. All members of the ini-
44 tial level of review who vote on promotion should be thoroughly familiar with the contents of each
45 folder and be prepared to make a professional judgment on the quality and quantity of such work.
46 Before forwarding the folders to the next level of review, committees should prepare a written
47 statement which clearly assesses the quality and quantity of such work. Attention should be given
48 to such assessment factors as the quality of journals or exhibits.

1 Folders which are forwarded from the initial level of review should not contain complete copies of
2 documents and materials which are related to professional and scholarly growth (i.e., books, jour-
3 nals, tapes, or slides). Each level shall review evaluations of these materials and decide if, in any
4 instances, they should wish the original documents forwarded to them; then they should record
5 their own assessment on the promotion form.

6 **FAC 5.B.5. Institutional and Extra-Institutional Services.**

7 Institutional and Extra-Institutional Service is to be given equal weight with Professional and Scholarly
8 Growth. Individuals should demonstrate excellent performance in one of these two areas and satisfactory
9 performance in the other to receive favorable consideration for promotion.

10 (1) Faculty are expected to make available their services to the governance of the university. Institu-
11 tional service consists of service which is rendered on the initial, college, and university levels.
12 Both the quality and the quantity of service are important. Evaluations will include comments on
13 the acceptance of a reasonable amount of responsibility, the exercise of initiative and leadership,
14 the ability to work effectively with colleagues in a collegial environment, and the efficiency with
15 which tasks are performed in areas such as special assignments, elected or appointed positions,
16 committee work, or service to student organizations.

17 Evidence. Included should be a listing of activities and, in summary form, a description of the
18 scope of accomplishments such as new approaches or programs and their implementation, lea-
19 dership responsibilities, estimations of time involved, and dates of service. Evidence may include
20 statements from those in charge of the service activity which reflect the relative excellence of per-
21 formance.

22 (2) Extra-Institutional Service is that service rendered the broader community which is related to the
23 special academic or professional competencies of a faculty member.

24 Evidence. Evidence of extra-institutional service should show sustained participation with particu-
25 lar emphasis on service which has been completed since the candidate's last promotion. The
26 candidate should describe in summary form the nature of the service, scope of accomplishments,
27 leadership responsibilities, estimates of time spent, and dates of service.