

Criteria for Normal Academic Merit Advancement

All Professor levels

Establishment of an appropriate blend and totality of contributions and performance across the following categories is required, as agreed and attested to by the Department Chair and Dean.

Research: The expectation is to publish research of demonstrated high impact in the field in top-tier peer-reviewed venues relevant to the candidate's discipline. This might be achieved by: appearance or receiving final acceptance of an average of two to three journal or journal-equivalent conference papers per annum, depending on rank; participation in core technical meetings; and, by recognitions, invitations, prizes, etc. The precise numbers may be adjusted by the Chair and ad hoc committees based on rational considerations, such as the norms for the area, the number and types of authors, and the balance between theory and experimentation. Success in securing adequate funding to support independent research and research students should be given due recognition.

Teaching, Undergraduate: Responsibilities include preparing, delivering, and evaluating ABET-accredited courses with documented learning outcomes as assigned by the Department Chair. A concise and credible Holistic Teaching Evaluation for each undergraduate course is expected, covering learning outcomes, the course's place within the curriculum, and its role in preparing students for the profession. The faculty member should address any persistent or extraordinary negative student comments. They may also comment to provide comparison and context.

Teaching, Graduate: Preparation and delivery of master and doctoral level courses as assigned by the Department Chair. Positive evaluation by the students is expected. Commentary is invited in the context of the attainment of learning objectives and preparation for the profession or research.

Teaching, Mentoring: Demonstrated commitment to undergraduate program and career advising is expected. Successful mentoring of graduate students, as measured by their timely progress towards higher degrees, and effective guidance of postdocs, with an average total combined number of two to three, is expected.

Service: Engagement in the three following service activities at a level and mix appropriate for seniority is expected: (i) participating in requested or assigned administrative duties at one or more of the following levels: Department, School, Senate, Campus, or System, (ii) engaging in review, editorial, and conference activities that involve assessing the research efforts of others, and, where of benefit to the individual and the University, (iii) actively participating in the professional and organizational aspects of scholarly and professional societies.

Comportment: Demonstration of commitment to the integrity, ethics, and growth of Faculty colleagues, staff, and students is essential. Contributions in all areas of faculty achievement that increase participation and access to STEM for students, the profession or the public should be given due recognition.

Variation by rank

Assistant Professor

The above criteria apply to this rank with minimization of the requirement for, but not the recognition of, the service component. The two-year review cycle should also moderate the assessment admitting comments from preceding review period. Publication or final acceptance of at least an average of two peer-reviewed papers per year is expected. Grant success performance should be cognizant of the candidate's time in the position. Actual or imminent graduation or doctoral students is expected.

Associate Professor

Each of the criteria applies to this rank with a growing expectation of service across the identified categories. Research productivity needs to recognize the two-year review cycles at the early stages of this rank. Publication or final acceptance of at least an average of two peer-reviewed papers per year is expected.

Full Professor

Each of the criteria applies. Publication or final acceptance of at least an average of three peer-reviewed papers per year is expected. With increasing seniority and step, research impact assessment becomes more central. Service also should reflect seniority with fungibility between the categories being important.

Above-scale Professor

All criteria apply with an increased and substantial emphasis on impact and leadership in the field. At this level, awards and recognitions, University or UC-system wide service in at least one category, and campus or extramural professional leadership is expected.