

Review Criteria -- Professor (Ladder-Rank) Series and Professor In Residence Series

The criteria set forth below are intended to serve as guides for minimum standards in judging the appointee, not to set boundaries to exclude other elements of performance that may be considered.

The University of California is committed to excellence and equity in every facet of its mission. Teaching, research, and professional and public service contributions that promote diversity and equal opportunity are to be encouraged and given recognition in the evaluation of the appointee's qualifications. These contributions to diversity and equal opportunity can take a variety of forms, including efforts to advance equitable access to education, public service that addresses the needs of California's diverse population, or research in a scholar's area of expertise that highlights inequalities. Mentoring and advising of students or new faculty members are to be encouraged and given recognition in the teaching or service categories of academic personnel actions.

1. Research and Other Creative Activity

Research publications and other creative accomplishments should be evaluated, not merely enumerated. There should be evidence that the appointee is continuously and effectively engaged in research and creative activity of high quality and significance.

- When published work of joint authorship (or any other product of joint effort) is presented as evidence, the department should describe the appointee's role in the joint effort. This is crucial for work judged most significant to the case, or when much of the work submitted is multi-authored.
- The type and quality of creative activity normally expected in the candidate's field should be specified.
- Textbooks, reports, and similar publications normally are considered evidence of teaching ability or public service. However, contributions by faculty members to the professional literature or to the advancement of professional practice or professional education, including contributions to the advancement of equitable access and diversity in education, should be regarded as creative work when they present new ideas or original scholarly research.
- In certain fields, such as art, dance, music, literature, and theater, distinguished creation should receive consideration equivalent to that accorded to distinction attained in research. In evaluating artistic creativity, the appointee's merit should be defined in the light of such criteria as originality, scope, richness, and depth of creative expression. It should be recognized that in music, theater, and dance, distinguished performance, including conducting and directing, is evidence of an appointee's creativity.
- Special cases of collaboration occur in the performing arts, and the contribution of a particular collaborator may not be readily discernible by those viewing the finished work. It is the responsibility of the department chair to provide an evaluation of the appointee's contribution to the work and to obtain outside opinions based on observation of the work while in progress.
- The departmental recommendation letter should indicate the standing of the journals in which publications have appeared; in particular, the letter should state whether the journals are refereed.

- Indices of the stature of journals (e.g., journal ratings by professional societies, acceptance/rejection rates, etc.) should be provided for key pieces of work, particularly if they are published in journals that are not likely to be familiar to campus reviewers.
- The appointee's success in obtaining support for research and other creative activity, including support for graduate students, should be addressed. The appointee's role on grants should be indicated (e.g., Principal Investigator, Co-Principal Investigator, or Co-Investigator, with the number of other co-investigators specified).

If the department chair is not able to evaluate the appointee's research and other creative accomplishments, assistance should be secured from someone within the department or University, or from experts outside the University.

A mere listing of publications is inadequate; the work must be analyzed with regard to its nature, quality, importance, and impact on the appointee's field. Departmental recommendation letters for School of Medicine faculty should make clear whether clinical case reports are merely historical or whether they contain new ideas or results.

2. Teaching

Clear evidence of high-quality teaching is required for advancement and promotion in the Professor and Professor in Residence series. Departments should develop appropriate procedures for evaluating the teaching performance of faculty at the undergraduate, graduate, and postdoctoral levels.

a. Definition of Teaching

By its broadest definition, teaching is the transmission of knowledge. This embraces a wide range of activities, including classroom and laboratory training, mentoring students outside the classroom, directing or participating in graduate student dissertation work, directing reading groups, and overseeing clinical apprenticeships in the School of Medicine. It also includes studio teaching, seminar and symposium presentations, tutorials, supervision and training of teaching assistants, and independent study endeavors, as well as the writing of textbooks and software.

b. Assessing Quality of Teaching

In assessing the effectiveness of teaching, consideration should be given to the appointee's:

1. Command of the subject
2. Continuous growth in the subject field
3. Ability to effectively organize and present material
4. Capacity to awaken in students an awareness of the relationship of the subject to other fields of knowledge
5. Ability to foster student independence and capacity to reason
6. Spirit and enthusiasm, which vitalize the appointee's teaching
7. Ability to arouse curiosity in beginning students
8. Ability to encourage high standards
9. Ability to stimulate superior students to pursue graduate work
10. Personal attributes as they affect teaching and students
11. Quality of participation in the general guidance, mentoring and advising of students

12. Effectiveness in creating an academic environment that is open and encouraging to all students, including development of particularly effective strategies for the educational advancement of students in various underrepresented groups.

The departmental recommendation letter should include a meaningful assessment of the candidate's teaching effectiveness at both the undergraduate and graduate levels of instruction, accompanied by a concise statement of the amount and type of undergraduate and graduate teaching done during each year of the review period, and a statement of whether this is a normal pattern of teaching for someone at that rank and step in that department. Any extraordinary effort or extenuating circumstances, such as the newness, difficulty, or popularity of the course or its content, also should be evaluated. If the teaching assignment appears unusually heavy or light, the letter should explain why. In the School of Medicine, the departmental recommendation letter should indicate the number of students for each elective course offered by the appointee.

c. Evidence of Teaching Effectiveness

At least one kind of evaluation each for undergraduate and graduate teaching, such as Course and Professor Evaluations (CAPE) reports, is required in each academic review file. More than one form of evaluation is encouraged and may be particularly critical in career reviews. In addition to evaluations, other significant evidence of teaching effectiveness includes:

1. Opinions of other faculty members knowledgeable in the appointee's field, particularly if based on class visits, on attendance at public lectures or lectures before professional societies given by the appointee, or on the performance of students taught by the appointee in courses that are prerequisite to those of the assessor.
2. Opinions of current graduate and undergraduate students (non-CAPE evaluations).
3. Opinions of graduates who have achieved notable professional success since leaving the University.
4. Creation of new and effective techniques of instruction, including techniques that meet the needs of students from groups that are underrepresented in the field of instruction.
5. Course materials such as the syllabus and reading lists, a description of the course and its goals, and a self-evaluation statement on the achievement of these goals by the appointee. The input of colleagues in team-teaching situations also would be valuable.
6. Documentation of any teaching awards received during the review period.

Note: Those who provide opinions on teaching should first be solicited and provided with the University's confidentiality statement.

In addition to an evaluation of regularly scheduled undergraduate and graduate classes, the departmental recommendation letter should include an assessment of the appointee's non-structured activities, which the appointee has documented on the biobib form, including discussion of:

- undergraduate research students, master's and doctoral candidates, postdoctoral or medical fellows, interns and residents, and any other students mentored outside of the structured classroom setting; and
- the appointee's role (e.g., thesis adviser, research adviser) for each student.

3. Professional Competence and Activity

In the professional schools, such as Engineering, Health Sciences, etc., a demonstrated distinction in the special competencies appropriate to the field and its characteristic activities should be recognized as a criterion for advancement. The appointee's professional activities should be scrutinized for evidence of achievement and leadership in the field and of demonstrated progressiveness in the development or utilization of new approaches and techniques for the solution of professional problems, including those that specifically address the professional advancement of individuals in underrepresented groups in the appointee's field. It is the responsibility of the department chair to provide evidence of the appointee's achievements in this area.

In the Health Sciences, faculty at the Associate rank or above who have clinical responsibilities should be certified by one of the medical specialty boards or demonstrate equivalent achievement and recognition.

4. University and Public Service

Academic appointees play an important role in the administration of the University and in the formulation of its policies. Recognition should therefore be given to scholars who prove themselves to be able administrators and who participate effectively and imaginatively in faculty government, University committees, and the formulation of departmental, college, divisional, school, and University policies.

Service by appointees to the community, state, and nation, both in their special capacities as scholars and in areas beyond those special capacities when the work done is at a sufficiently high level and of sufficiently high quality, should likewise be recognized as evidence for advancement. Academic service activities related to the improvement of elementary and secondary education represent one example of this kind of service. Similarly, contributions to student welfare through service on student-faculty committees and as advisors to student organizations should be recognized as evidence, as should contributions furthering diversity and equal opportunity within the University through participation in such activities as recruitment, retention, and mentoring of scholars and students. The departmental recommendation letter should also indicate whether the appointee holds appointed or elective office in professional organizations, on professional publications, or within community, state, national, or international organizations in which professional standing is a prime consideration for appointment.

The departmental recommendation letter should specify and evaluate the appointee's administrative service within the department, on the campus, and within the University of California.