

GUIDELINES FOR PROMOTION TO THE FULL PROFESSORSHIP²

Teaching

The CALL states clearly that “evidence of high quality teaching is an essential criterion for appointment, advancement, or promotion” and lists specific means by which the quality of faculty can be measured, including opinions of other faculty, students, evidence of development of new techniques of instruction, evaluations of courses by students, peer evaluations, and evidence of the publication of textbooks and other educational materials.

In keeping with the above requirements, Department reviews for the Full Professorship shall take into consideration evidence that demonstrates innovation and improvement in teaching that is documented in new courses, innovations to existing courses, and other creative teaching experiments that are in keeping with the “continuous growth in the subject field” required by the CALL. At the same time, the Department also recognizes that excellence in teaching is not solely determined by experimentation and innovation but can also be demonstrated through proven and established teaching methods. Dedication to teaching should also be demonstrated by a teaching record that reveals a responsiveness to the Department’s needs, as well as field needs. An appropriate mix of large and small courses at both the undergraduate and graduate levels should generally be looked for. This, too, is in keeping with the CALL which states that we should, “pay due attention to the variety of demands placed on instructors by the types of teaching called for in various disciplines and at various levels, and should judge the total performance of the candidate with proper reference to assigned teaching responsibilities.” It should be noted that in the UC system it is the Department Chair’s prerogative to assign teaching duties, or to delegate these to other bodies in the department such as “fields” and “field coordinators.” Due consideration should be given to teaching awards and prizes won by the candidate, and for innovative teaching that goes beyond the normal classroom format. The Department should consider the candidate’s record in advising and training students, as the chair or committee member of theses and dissertations. Candidates who organize workshops, colloquia, informal seminars, or independent studies and who offer specialized training in languages, techniques, methods, and technologies to graduate students contribute to the quality of the graduate program and should be rewarded for this type of teaching, as well. Unusual teaching skills at all levels (graduate and undergraduate) should be valued for their contributions to the Department’s complete teaching program, as should be teaching contributions to programs outside of the Department, including the Honors Collegium, the GE Cluster Program, Centers, and IDPs.

Research

The CALL is less specific on the requirements for the Full Professorship than it is for promotions to tenure. It reiterates that “publications in research and other creative accomplishments should be evaluated, not merely enumerated.” There should be evidence that the candidate is “continuously and effectively engaged in creative activity of high quality and significance.” It further reminds us that “work in progress should be assessed whenever possible.” For jointly authored work we should be given evidence for the candidate’s contribution to the joint effort. It adds that “account should be taken of the type and quality of creative activity normally expected in the candidate’s field. Appraisals of publications or other works in the scholarly and critical literature provide important

²The order of Teaching, Research, Professional Activity, & University and Public Service is taken from the CALL.

testimony.”

Most of us agree that what we would like to see in our Full Professors is exactly what the CALL requires, that is evidence of a “productive and creative mind.” The question for the Full Professorship should therefore be, “has our candidate continued to provide evidence of such an academic persona and mind in the period since promotion.” The CALL says that the “published research” of the candidate should be examined and evaluated to see if it demonstrates evidence of such a mind. It also asks us to review “work in progress” in addition to the published work. We believe that published research can take different forms. It can take the form of a published book, an accepted book manuscript, or 4 to 5 articles in peer reviewed journals. It can also consist of the equivalent in chapters, or articles, in edited books, or in the form of edited books themselves to which the candidate has made major contributions. Because the CALL also asks us to evaluate “work in progress,” we believe that where research is aimed towards a book project the submission of a substantial portion of a book manuscript is appropriate. We interpret a “substantial portion” to mean more than half of the planned book. Because the CALL requires the review of “published research,” such a submission should be supplemented by published work. Due consideration should also be given to unusual contributions to the candidate’s field which may well take the form of new media and technology.

Finally, we all agree that quality should be the ultimate criterion, not merely quantity (as the CALL reminds us). Faculty voting on a promotion are expected to read and evaluate the submitted writings. The quality of a candidate’s work and standing in his/her field should be attested to by outside referees who are chosen by all the members of the Ad Hoc Review committee in a balanced manner from the candidate’s and from Ad Hoc Review committee’s list of reviewers.

Professional Activity

Due consideration should be given to evidence of participation in professional societies and associations, positions of responsibility in these, committee assignments, editorial assistance to journals, membership on editorial boards, positions as editor, and other service to such organizations. Professional recognition in the form of prizes, elections to membership in professional bodies and organizations, fellowships and research support received can all be used to document a candidate’s standing in the profession.

University and Public Service

The CALL, defines service as participating “effectively and imaginatively in faculty government and the formulation of departmental, college, and University policies,” “service activities related to the improvement of elementary and secondary education,” and “contributions to student welfare.”

Promotion to the Full Professorship shall be based on evidence that the candidate has accepted and competently carried out departmental and campus service assignments. These include service to the Department, College, and Academic Senate, through their respective committees and governing bodies. Due consideration should also be given for service on Campus-wide or University-wide committees and governing bodies as well as organized research units and centers. Willingness to

take leadership positions in the college and in interdepartmental programs and research units also deserves recognition. Particularly demanding and unusual service assignments should be appropriately rewarded.

In reference to "public service" the CALL notes that "services by members of the faculty 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 promotion."

Balancing Our Assessment of the Candidate:

The CALL tells us that in evaluating the candidate's entire qualifications we should "exercise reasonable flexibility," and that we should "balance where the case requires, heavier commitments and responsibilities in one area against lighter commitments and responsibilities in another." The committee believes this is particularly important within the context of a changing Department and University. We are also reminded that in an institution dedicated to the discovery and transmission of knowledge, career patterns can change, and that we should give consideration to "changes in emphasis and interest that may occur in an academic career."