

Criteria for performance review, reappointment, promotion and tenure of core GCT faculty

Mandate for unit-level establishment of criteria. The Governing and Administrative Regulations require that the matters of performance review and reappointment of faculty shall use "procedures and criteria established by the University, the college, and the department faculty," the latter two of which in the case of the GCT correspond to Dean/Graduate School and the GCT faculty (GR VII.B, para. 3, AR II-1.0-1, pg. XIV). While the Administrative Regulations provide a general framework of criteria of areas of activity expected university wide of faculty, and some acceptable evidences toward them, the unit faculty are charged with establishing specific, unit-level criterial policies (GR VII.A.6, para. 2, sent. 5) and the corresponding evidences appropriate for the disciplines and responsibilities of the specific unit.

Intent. The following descriptions of criteria and evidences of activity toward them are provided as a mechanism of furthering clarity and communication within the GCT, and with the administration, as to the expectations for activities of core faculty whose primary appointments are in the unit. In addition to clarity of understanding between parties as to the criteria of areas of expected activity, provision of examples of evidences that will be accepted for consideration under those criteria further assists the subject faculty member in preparing evaluation materials that fully illustrate merits of their case. University regulations require that all personnel considerations be performed on the basis of merit (AR 11-1.0-1). Thus, documentation of the unit-level criteria, and acceptable evidences under them, enable participating faculty to protect the opportunity that the regulations intend for the subject faculty members to have the full merits of their cases available for assessment. In these processes, the criteria and standards used within the GCT will be consistent with those established by the University and Graduate School.

1. Research

Criteria. It is expected that core GCT faculty will produce publications in refereed journals. GCT core faculty are also expected to vigorously seek extramural funding, the success of which and level of funding being commensurate with the funding levels and award rates of funding sources in the individuals discipline. The quality of publications will also be considered assessments of which will be assisted be evidences of quality described below. Additional activities in research beyond journal articles and extramural funding are expected, the particular combinations of activities being determined by the needs of the unit and the academic freedom of the faculty member.

B. Acceptable evidences of activity under criterial areas of research, include but are not limited to those listed.

1. Quantity of activity

a. Publications (in order of importance).

- Number of refereed journal publications or refereed book.
- Number of publications as book chapters, symposium proceedings.
- Number of publications in unrefereed journals, popular press articles, intramural publications, etc.

b. Nonpublished activities.

- Patent submissions.
- Development of computer software, cell lines, organic compounds, etc. of interest to scientific community.
- Recruitment of postdoctoral scholars, technical staff.

-Intramural interdisciplinary/interinvestigator research interactions.

c. Funding.

-Extramural grants, contracts, patent royalties, etc.

-Intramural grants, equipment awards, etc.

2. Quality of activity.

a. Publications

-Impact factor, half-life factors and immediacy factors of journals and published works (as per Sci. Cit. Index).

-Impact factor of journals of authors who cite your work.

-Reviews of and number of citations of your work; laudatory comments in external manuscript reviews.

b. Nonpublished activities

-Solicitations for research advise/materials.

-Success in recruitment of qualified laboratory staff.

c. Funding

-Success in acquiring extramural and intramural awards, with appropriate weighting for size/source of award, & award rate.

-Ranking level of proposal by awarding group.

-Laudatory comments contained in grant reviews.

II. Professional Activities and Scholarship.

A. Criteria. It is expected that core faculty will be members of one or more professional societies within their discipline. It is also expected that a formal presentation will be given at a national-level or international-level scientific meeting at least once per year by the faculty member or representative from his/her research group. Additional activities beyond these specific criteria are expected, the particular combinations of activities being determined by the needs of the unit and the academic freedom of the faculty member.

B. Acceptable evidences of activity under criteria of professional activities and scholarships include, but are not limited to, those listed below:

1. Quantity of activities.

a. Societal memberships, offices held in, or functions provided to, professional societies.

b. Number of meetings attended, presentations given.

c. Number of extramural grants, papers, book chapters reviewed.

d. Service on grant panels, on-site review teams, editorial councils, ad-hoc committees.

e. Securing professional license.

2. Quality of professional activity.

a. Expressions of appreciation from journal editors, authors for quality of reviews.

b. Expressions of appreciation from panel or symposium organizers, administrators on quality of your professional service.

c. Requests for additional information from attendees of symposium.

d. Solicitation for your provision of professional service again on panels, teams or as event organizers.

e. Election to professional office.

3. Evidences of strong scholarly reputation.

- a. Invitations to give symposium presentations, write review articles, seminars at others institutions, etc.
- b. Invitations to provide book, journal article or grant reviews.
- c. Scope of invited event-regional, national, international.

III. Teaching.

A. Criteria. It is expected that core faculty will perform classroom teaching each academic year and that each core member serve as coordinator for at least one GCT course each academic year. It is also expected that each faculty members participate in the recruitment of GCT graduate students and will attend departmental seminars and research/journal club meetings. Additional activities beyond these specific criteria are also expected, the particular combinations of activities being determined by the needs of the unit and the academic freedom of the faculty member.

B. Acceptable evidences of activity under teaching criteria include, but are not limited to, those listed below.

1. Quantity of teaching activities.

a. Academic instructions within established curriculum.

- classroom lectures given, laboratory exercises conducted, topical projects directed-actual contact time.
- formal office hours associated with courses being taught; number of students hours provided.
- development of lecture, exercise, topic materials; preparation of syllabus, grading exams, reports, etc.
- organizing appearance of lectures in multi-instructor courses.
- assignments in direction and advising students on conceptualization, organization and execution of scientific studies.
- advising/teaching postdoctoral trainees in apprenticeship role, for which UK get matriculation credit with the Council of Higher Education.
- direction of curricular seminars
- guest lectures in the classes of other instructors

b. Academic Instruction-new curricula

- development of course proposals; pursuing administrative approval processes, etc.
- writing new, original lecture/laboratory materials for new course
- advertising new course

c. Noncurricular student-contact and advising activities

- formal assignments in undergraduate, graduate student coursework advising
- advising students on career strategies/opportunities
- advising students on preparation of job applications, teach job seminar skills
- advising students on preparation of intramural seminars or journal club presentations
- advising students on writing grant proposals, manuscripts, etc.; presentations at scientific meetings
- advising students on conceptualization, organization, execution of formal research projects
- advising students in misc. situations (e.g., as students meet you in the hallway before seminar, etc.)
- student recruitment visits to other locations, interviews with prospective students

d. Noncurricular teaching-related activities

- organizing student research talk or journal club activities
- teaching publications, meeting presentations on teaching techniques and issues
- attendance at teaching workshops; teaching sabbaticals
- service on graduate committees of students under the direction of other faculty
- participation on student admissions committees, student appeals committees, etc.
- teaching program assessment committee activities, etc.
- writing letters of recommendation for students or graduates

2 Quality of Teaching Activities

a. Academic instruction within established curriculum

- student evaluation ratings
- narrative evaluations by students, colleagues, Director of Graduate Studies or others who attended lectures
- narrative evaluations by student groups, graduates
- testimonials by parents or other associates of students -incorporation of new research advances into instructional materials -ability to organize and present class material logically and with conviction

b. Academic Instruction-new curricula

- efforts to improve instruction through innovative and experimental approaches
- success of experimental or new course offerings

c. Noncurricular student-contact and advising activities

- success in student recruitment or retention
- student success following adoption of advisory recommendations of the faculty member
- student success in competitions or job application interviews, etc.
- success of student organizational activities which the faculty member advised on

d. Noncurricular teaching-related activities

- success in student in obtaining jobs for which the faculty member wrote in support of the student
- intermural and extramural requests for published teaching materials
- solicitation for additional, future service in teaching-related advisory capacities
- smooth, effective functioning of admissions, appeals, and other committees

IV. Public and University Service

A. Criteria. It is expected that core faculty will actively participate on GCT committees, and perform other actions in faculty governance that are necessary for the smooth and effective functioning of the GCT. In connection with this criterion, the Director shall stagger rotating appointments to the GCT so that every core faculty member shall serve on the Graduate admissions Committee and Executive Committee prior to mandatory tenure or promotion considerations (AR 11-1.0-1). Additional activities beyond these specific criteria are expected, the particular combinations of activities being determined by the needs of the public, university, sector, Graduate School, and GCT, and by the academic freedom of the faculty member.

B. Acceptance evidences of activity under criteria of service include, but are not limited to, those listed below.

1. Quantity of service activities.

a. University/Sector/Graduate School/GCT activities

- committee or other activities toward formation of policy or decisions for actions
- participation in activities of faculty governance (e.g., faculty personnel

processes, evaluation of unit staff, etc.)

-performance of administrative duties (e.g., unit administrator, head of task force, Director of Graduate Studies, etc.)

-participation in unit reviews, recommendations on budgetary matters, intramural awards, etc.

-solicitation of gifts to the university

b. Public Service Activities

-serving as expert witness, rendering professional opinions in written form and in depositions

-presentations to lay groups related to area of expertise

-participation in teacher in-service training; speaking to students in public school system

-participation in telethons or other programs interfacing the university to the public

2. Quality of Service Activities

a. Adoption of recommendations made in advisory capacity

b. Letters of appreciation from clientele or other recipients of service activity

c. Success in soliciting gifts to university