

9/9/09

CRITERIA FOR FACULTY STEP ACCELERATIONS

Background and Statement of the Issue

Although we characterize one-step advancements as normal and accelerations in step as rare, campus practice in recent years reveals that recommendations for step accelerations occur with some frequency, although they remain a fraction of the total number of merit cases received. This situation prompts the present effort to clarify current policy by providing more thorough and accurate guidelines for recommending advancements greater than one step.

GUIDELINES FOR LARGER-THAN-NORMAL ADVANCEMENTS

General Principles

In formulating our criteria for recommending larger-than-normal advancements, we should aim to strike a balance between concreteness and flexibility. Our goal should be to clarify the criteria for accelerations without tying our hands to quantitative assessments that understate or overstate the total contributions of candidates.

Normal, One-Step Advancement

Normal one-step advancement generally requires meeting the Berkeley standard of achievement in all three areas of review: research, teaching, and service. The overall record may not demonstrate equal strength in all three areas but, at the very least, it should be a balanced record.

Exceptional strength in research may balance limited teaching or service. Exceptional performance in service *or* teaching can compensate for a temporary decrease in scholarly activity on a one-time basis for faculty through Professor, Step V. However, the exceptional strengths and impact of the service or teaching record need to be clearly explained. Examples include winning a major award such as the campus Distinguished Teaching Award, successful completion of a particularly difficult assignment, or production of a major report with significant campus impact. Simply serving in a large number of different roles or devoting an exceptional amount of time to service or teaching does not by itself warrant this kind of recognition. Furthermore, service duties are expected to increase as faculty advance in rank and step.

Therefore, a successful one-step merit case should present a balanced record of achievements in research, teaching, and service. Although one's research record is paramount, service and teaching are also integral to a successful merit advancement.

One-and-One-Half-Step Advancement

A larger-than-normal, 1.5-step advancement requires a strong and balanced record with **outstanding achievement in at least one area of review**, normally that of research. Chairs and

Deans should be encouraged to articulate the grounds for acceleration due to outstanding research beyond simple numerical tabulations of papers and citations: for example, by describing the special impact of the research, the quality of publications, the awarding of prizes, or election to national or international academies. Outstanding service or teaching may also warrant a larger-than-normal advancement, when accompanying a good record of research, but as with research, the grounds for a larger-than-normal increase need to be clearly documented.

Two-Step Accelerations

A two-step acceleration requires an **exceptionally strong and balanced record in all three areas** of review, with **outstanding achievement in research and at least one additional area of review**. Where the Berkeley standard in teaching and service are met but not exceeded, only in the most exceptional cases can research achievement warrant a two-step acceleration on its own.

Larger-than-normal Above Scale Increments

The criteria for merit increases are steeper at this high rank. Normal increases of one increment generally require outstanding achievement in all areas of review.