Mainstream Promotion Policy for Professorial Ranks
Process and Criteria for Evaluation

Office of the Provost

The Process

1. Streamlined Promotion

A faculty member of the rank of assistant or associate professor may apply for promotion to a higher rank as stipulated by Academic Rules and Regulations. Candidates will be evaluated against criteria under three major categories of Research, Teaching, and Service. The contribution of each category towards promotion, however, are not equal.

1.1. Eligibility Requirement:

Assistant and associate professors shall be considered for promotion no later than the seventh year of their service at UOB in rank. In the event they are not promoted, due to lack of research output, they may be given an extension of 3 years in the same rank. Candidates can submit their portfolios during their 6th year. Promotion decisions become effective as of the next academic year (seventh year).

Previous appointments at other academic institutions (prior to joining the University of Balamand) may be counted towards fulfilling the six years' criterion if all the below conditions are fulfilled:

- **A.** The years were spent at another credible academic institution.
- **B.** The years were spent after a doctorate degree was awarded. Post-doc positions are evaluated on a case-by-case basis.
- **C.** The candidate should have spent at least two full academic years at UOB.

Correspondingly, "visiting" professorial ranks also count towards the number of years for promotion purposes.

A candidate will prepare his/her portfolio presenting contributions in the three areas of Research, Teaching, and Service. A candidate's portfolio is not considered complete (balanced) if the research area is weak.

1.2. The procedure

A. DPM (Due Process Monitor):
Each year, the provost in consultation with the deans of the corresponding Faculties will select four full professor faculty members to serve as DPMs. Two of these will represent the "Science disciplines"[1], and two the "Non-Sciences disciplines"[2]. DPMs are non-voting members of Faculty Promotion Committees (FPC) and shall report immediately to the provost any procedural or discrimination irregularities that they have witnessed during the deliberations and voting. DPMs shall walk into the meeting with copies of promotion

[1] Science disciplines: Sciences, Medicine, Health Sciences, Engineering
[2] Non-Science disciplines: Fine Arts, Social Sciences, Humanities, Business, Theology

guidelines and procedures and shall point out irregularities during the meeting but shall not interfere in the deliberations or their outcome.

B. By February 01, candidates for promotion are required to submit, through the chairs of the departments, their promotion portfolio to the dean (details Figures 1 and 2).

C. FPC: The Dean will appoint a **Faculty Promotion Committee** consisting, if applicable, of three to five members of appropriate rank (higher or at least equal to the rank to which the candidate is applying) for the review of promotion files. The FPC will be chaired by the dean. One FPC is normally formed to process the portfolios of all the faculty applicants for that specific year.

D. The **FPC** will review the candidate's complete portfolio, including the most recent annual evaluation, will look into the originality of all gathered documents, confirm all the details mentioned in the portfolio; otherwise, put a clear comment, and prepare a descriptive summary. The portfolio and the related report are then submitted to the Office of the Provost.

E. UPC: The provost, in consultation with the deans, will appoint a **University Promotion Committee** to look into all the promotion portfolios from all the Faculties on a yearly basis (the provost can extend the service of the members as needed). The members of this committee should be full or associate professors that the provost will select from UOB faculty (they might include deans if needed). The UPC will compile a list of independent external referees of international standing sufficient to obtain 3 outside letters. This committee is chaired by the provost and will review the candidate's complete dossier. The committee's recommendation is the most critical item in the dossier. It should be a closely argued document that contains a brief description of the candidate's recent career as well as the scholarly assessment of it, gathered from all the documentation received from the candidate, from the FPC, from colleagues at UOB, and from independent external referees. The committee members are expected to become intimately familiar with the candidate's dossier, including published research materials, those that have been accepted for publication, and substantive work in progress, if submitted by the candidate. The committee members should also assess the objectivity and independence of the referees' letters. Their memo should include separate sections that evaluate the candidate's research, teaching, service, as appropriate, emphasizing the candidate's professional trajectory and potential for the home department and faculty. The committee should be sure to explain the basis of its own evaluation of each case. Both positive attributes and negative points should be frankly acknowledged and addressed, and clear arguments should be made regarding the pertinence or relevance of such issues to job performance. The memorandum will recommend approval or rejection of the candidate's application for promotion. The Office of the Provost will prepare an "Impact Analysis Report" and add it to the candidate's file. This "Impact Analysis" includes a citation and research parameters analysis. Specifically, it should include the *h*-index and the total citations distributed

over the years. This analysis should be generated from the Scopus database. The provost will inform the President about all promotion files and will refer them, along with UPC recommendation, to the University Council.

F. The President will subsequently take all endorsed cases for promotion to the Board of Trustees for final, official endorsement.

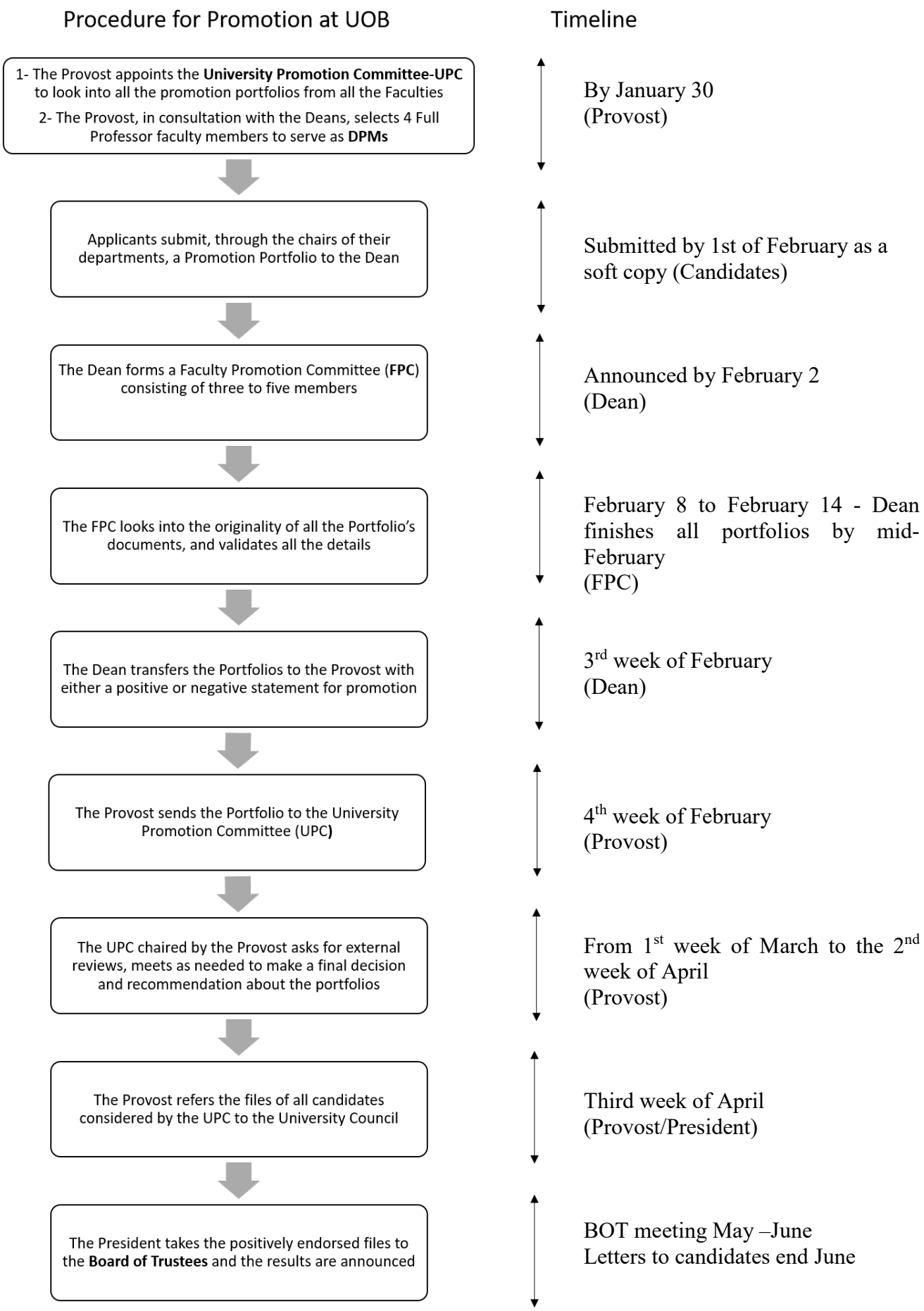
Procedure for Promotion at UOB
Timeline
1- The Provost appoints the University Promotion Committee-UPC to look into all the promotion portfolios from all the Faculties
2- The Provost, in consultation with the Deans, selects 4 Full Professor faculty members to serve as DPMs
By January 30 (Provost)
Applicants submit, through the chairs of their departments, a Promotion Portfolio to the Dean
Submitted by 1st of February as a soft copy (Candidates)
The Dean forms a Faculty Promotion Committee (FPC) consisting of three to five members
Announced by February 2 (Dean)
The FPC looks into the originality of all the Portfolio's documents, and validates all the details
February 8 to February 14 - Dean finishes all portfolios by mid-February (FPC)
The Dean transfers the Portfolios to the Provost with either a positive or negative statement for promotion
3rd week of February (Dean)
The Provost sends the Portfolio to the University Promotion Committee (UPC)
4th week of February (Provost)
The UPC chaired by the Provost asks for external reviews, meets as needed to make a final decision and recommendation about the portfolios
From 1st week of March to the 2nd week of April (Provost)
The Provost refers the files of all candidates considered by the UPC to the University Council
Third week of April (Provost/President)
The President takes the positively endorsed files to the Board of Trustees and the results are announced
BOT meeting May –June
Letters to candidates end June

Figure 1

Procedure for Promotion at UOB for Clinical Academic Members

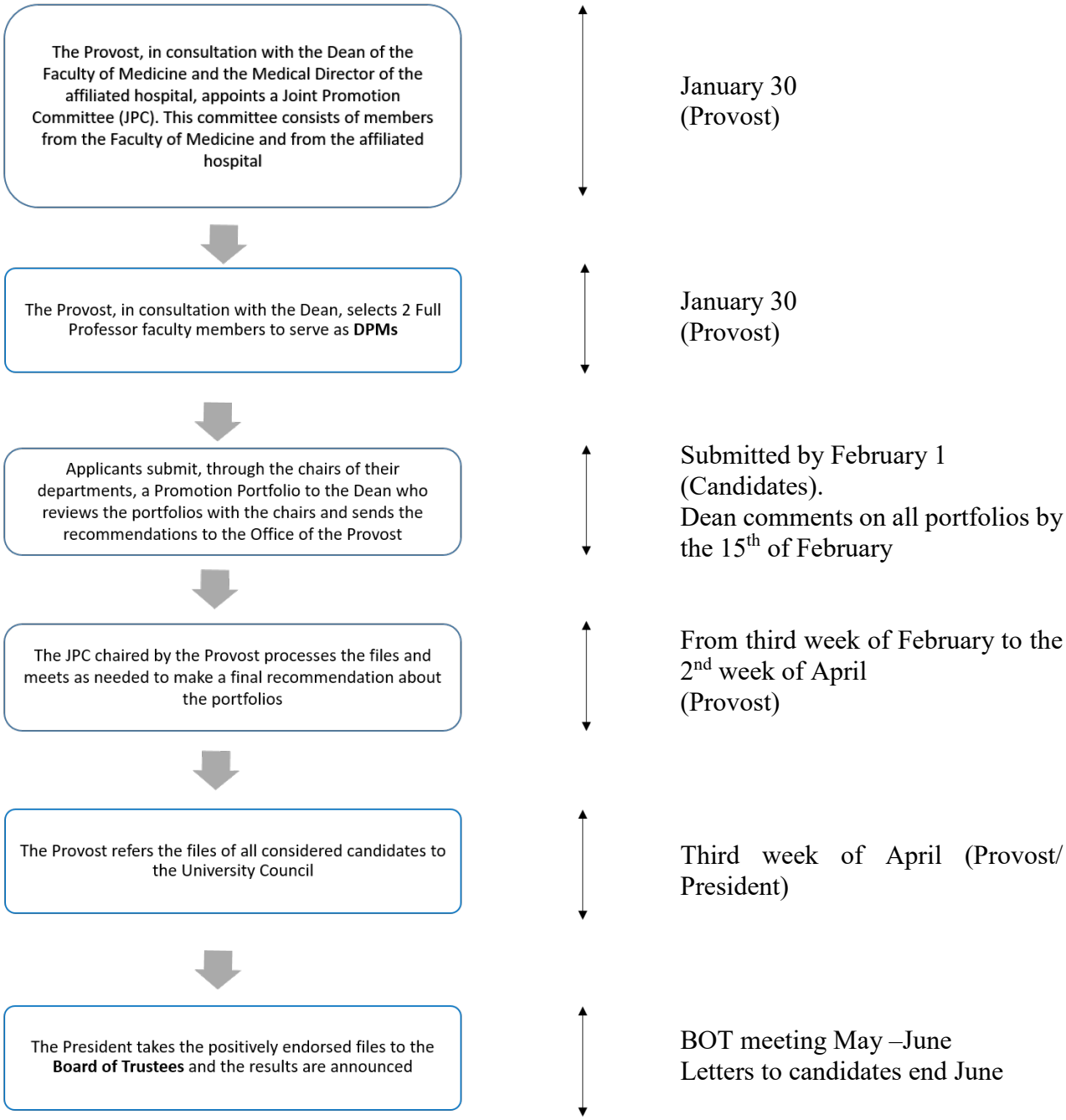

Figure 2

2. Guidelines for Portfolio preparation

2.1. Application Procedure

The complete promotion file with all relevant information and documents should be submitted on time (as indicated in the Figure 1) to the Dean of the Faculty through the Division/Department's chair. The information below is included to assist you in the process of preparing the promotion file:

- **Complete promotion file:** includes all material to support application for promotion (**1 soft copy**; see below for examples of what to include). The examples listed below are suggestive and applicants may wish to include other material that they deem relevant.
- ***Material to include in the complete file should be in the following order:***
  - **A. Application Form**
  - **B. Curriculum Vitae**
  - **C. Material to demonstrate research output:**
    - **a.** Papers in internationally refereed journals (please include: journal title, Volume, No., Month & Year). Papers not yet published, but have been accepted, are to be included together with the acceptance letter from the journal.
    - **b.** Books and chapters in books: scholarly and textbooks (you may just include cover and back pages, table of contents, and sample chapter/s
    - **c.** Papers in regional and local journals
    - **d.** Research notes and/or book reviews
    - **e.** Conference proceedings (international & refereed)
    - **f.** Conference proceedings (Regional and local)
    - **g.** Other relevant material
  - **D. Material to demonstrate teaching effectiveness**:
    - **a.** Student evaluations
    - **b.** Evidence of innovation in teaching (e.g. new courses designed)
    - **c.** Course syllabi
    - **d.** Other relevant information related to teaching effectiveness
    - **e.** Other relevant material.

Teaching is meaningful when coupled to learning. Teaching, for it to be effective, needs appropriate infrastructure, effective instructors, and eager students. Although lecturing is mistakenly interchanged with teaching, teaching encompasses conveying new knowledge, facilitating knowledge acquisition, stimulating students' interest, developing students' cognitive skills, and leading students to inquiry, to name a few. The challenge is to develop in the student the drive and the methodology to use knowledge critically. Teaching also involves diverse modes of instruction and delivery, including: lectures, seminars, laboratory experiences, tutoring and mentoring sessions, and assessment.

The instructor is a manager of learning and a facilitator in the operation of teaching and learning. Various attributes qualify the instructor as being effective:

- knowledgeable, resourceful, and comfortable in the area of instruction and in delivery,
- able to display love for the subject matter, motivating, and self-improving,
- capable of finding ways to match students' learning styles and preferences to course objectives and expectations,
- able to design and deliver lectures well,
- able to address areas of the cognitive and affective domains. The cognitive domain includes knowledge and appreciation of subject matter, organization of individual lessons, clarity of explanations, and quality of presentation and delivery. The affective domain includes stimulation of interest, communicating research skills and techniques, building critical thinking skills, participation and engagement, establishing a good rapport, and practicing transparency and fairness.

Therefore, effective teaching and learning are attained by:

- keeping up-to-date and staying current,
- incorporating current developments into lectures,
- providing insights or knowledge beyond those found in textbooks,
- presenting challenging questions in a communicative environment,
- identifying themes and objectives,
- developing lesson plans and outlines, teaching portfolios and handouts,
- using relevant audiovisual aids,
- integrating research and knowledge discovery in the learning experience of students,
- presenting practical applications and experiences,
- introducing topics in innovative and interesting ways,
- demonstrating interest in the subject matter and in teaching,
- creating a learning environment that is student-centered and shifting the focus of activities towards students' learning,
- preparing and communicating clear course objectives and outcomes with grading criteria,
- using clear and reasonable evaluations by constructing examinations and assessment methods that indeed measure degree of attainment of course objectives (learning),
- providing timely, fair, and constructive feedback on students' work, and
- serving as a role model with regards to continuous improvement and life-long learning.

Research often coincides with scholarship which is an intellectual activity that is validated and communicated. Validation and endorsement are often provided by internal and external colleagues, current and former students, users and clients, and the society at large. Communication occurs through many outlets including publications, presentations, exhibits, patents, copyrighted materials, books, technical reports, and electronic media.

Research productivity (or research output) demonstrates engagement in a research area and contribution to the knowledge base. One intent of this engagement is to establish oneself as an expert in that specific area of research. Thus, a primary mean of demonstrating scholarly activities is through a publication record. The quality of publications is often endorsed by being peer-reviewed and refereed. Thus, publication outlets for research ought to be certified as legitimately peer-reviewed, irrespective of the discipline or category of research.

Research activities are about the creation and dissemination of new knowledge for the benefit of society and the advancement of knowledge. The research can be either discipline-specific (technical) or education-based (instructional development and pedagogies). There are a number of research categories and each has its own merit:

- Basic research, also called original or fundamental, addresses the generation of new knowledge and the creation and testing of new theories.
- Synthesis-driven research is concerned with the integration of knowledge into a larger framework as is done, for example, in review articles and books. Although enriching, a researcher's publications record is expected to go beyond Synthesis-driven research.
- Applied research which concerns itself with the application of knowledge. This is evident in professional domains where theories, models, and tools are adopted and applied to promote knowledge relevance and usefulness. Research activities need to also acknowledge the specificity of the University and the community it serves. Thus, the applied research of relevance to local, national, and regional interests may have a significant impact on the role the University plays locally and internationally.
- Teaching and learning scholarship which deals with education pedagogies, methods and tools for teaching and learning, innovative curricula development, and integration of technology in classrooms.
- Research is not normally carried out in isolation and it involves working with other researchers as well as mentoring (advising) graduate students on their theses and research projects and the publication of findings with students as co-authors.
- Also note that the research output of a faculty member may be demonstrated through a number of complementary ways including published books, chapters in

books, technical reports, patents and inventions, electronic media, and a host of other creative works.

E. Material to demonstrate service contribution

- **a.** Awards
- **b.** Prizes
- **c.** Letters of acknowledgement for services performed
- **d.** University and Faculty-wide committees
- **e.** Other relevant material.

Service, in an academic setting, denotes a faculty member's internal and external contribution to the development of the individual's home department, the Faculty, the University, the profession, and of the community at large. Participating in service activities is a sign of loyalty, commitment, and a confirmation of the faculty member's sense of belonging. Faculty members are expected to be willing and able to perform service activities.

Internal service activities are not only limited to participating in meetings, and advising students. It also involves:

- contributing to programs' review and reform,
- holding and respecting office hours
- conducting and tutoring sessions,
- owning new initiatives,
- serving on Faculty-level and University-level committees,
- serving as a role model for students on discipline, tolerance, and sound work ethics,
- linking the academic scene to the external real-world,
- organizing workshops and seminars on campus,
- assisting in student recruitment such as high school visits, and
- representing the University as needed at various functions.

External service activities include:

- performing community outreach programs,
- setting up workshops and seminars in the community,
- serving as a member or an officer in professional societies (nationally and internationally),
- promoting the profession and associated programs in the community,
- offering solutions and services to the local community,

- integrating with and serving communities as consistent with the mission of the University,
- serving as liaison between the University and local and national industries, and
- sponsoring competitions and exhibitions so that the University's presence is strengthened.

Criteria for Evaluation

1. General Promotion Criteria

The following constitutes itemized promotion criteria for the purpose of assisting candidates in building strong cases for promotion.

1.1. Pre-professorial rank: Senior Lecturer:

Current full-time lecturers who have recently received their doctorate can be advanced to a senior lecturer position. The Senior Lecturer position should require a 12/12 credit teaching load. A Senior Lecturer would be required to produce 3 (for non-science disciplines) or 4 (for science disciplines) articles that can be collaboratively authored within 3-6 years. Should the candidate already have publications within the last 3 years, 2 additional publications are required while at the senior lecturer level. Once the publication record is reached, they are eligible to apply for assistant professorship. A candidate (who is not a senior lecturer), to be eligible for applying to the rank of assistant professor, should have, in addition to a doctoral degree, a post-doc training of 3 years, with 3 (for non-science disciplines) or 4 (for science disciplines) articles published, or accepted for publication in peer reviewed journals. These articles can be collaboratively authored.

1.2. Itemized Promotion Criteria Towards Associate Professor:

Associate Professor: Assistant Professors who wish to apply for promotion to the rank of associate professors should have a minimum of 4 new articles for non-science disciplines, and a minimum of 6 new articles for science disciplines, published in peer reviewed journals during a minimum of 6 full academic years as assistant professor. All can be collaborative but a minimum of 2 should name the applicant as the lead author (First and/or corresponding author), and all should be published during the period of assistant professorship and directly related to the candidate's area of expertise.

The following three criteria are to be met by assistant professors in order to be promoted to associate professors.

1.2.1 Effective Teaching: Dedication to teaching and the ability to stimulate students thus contributing to their intellectual growth. This should be evidence-based.

A. *Suggestions for Supporting Data:*

- Testimony of colleagues, in both the candidate's own and other departments who have professionally associated with the candidate, and have knowledge of the candidate's teaching ability.
- Peer evaluation of teaching performance.
- Written course materials including syllabi, final examinations and authored handouts used in degree-oriented or continuing education programs.

- The documented performance of students in later courses or the written testimony of former students concerning the degree and significance of learning.
- Student evaluation of classroom performance, supported by results from the "Student Feedback Form".
- Development of course notebooks demonstrating continuous process improvement towards enhancement of teaching methods and students' learning.
- Evidence of engaging students in life-long learning activities and developing their abilities in self-directed learning.
- Evidence of creating and disseminating knowledge in refereed educational journals and peer-reviewed conferences.
- Documented involvement in advising and monitoring students on projects and theses.
- Evidence of recognition (internally or externally) for outstanding and effective teaching.
- Development of educational material (textbook, manual, software, website, study guides, case problems, simulations, etc…) for the purpose of improving degree of students' learning.
- Other material

B. *Quantification of teaching:*

Teaching effectiveness shall be an essential criterion of excellence. Teaching involves not only scholarly competence but also the ability to communicate learning at the level of the student's understanding. It involves imagination as well as awareness and concern for the individual student's growth and development. Recommendations of the FPC will be used to assess the teaching performance. These must be substantiated and based on the following:

- 15/40 Student evaluations
- 10/40 Innovation in teaching
- 5/40 Course files and records
- 10/40 Other relevant information related to teaching effectiveness

This criterion is given a maximum weight of **40 points**. A minimum of 24 points is required for promotion (60%)

1.2.2. **Research/Scholarship**: Mastering knowledge in a major field, demonstrated by creation and dissemination of that knowledge.

A. *Suggestions for Supporting Data:*

- Publications in scholarly refereed journals which are widely accepted.
- Reference books and other materials (Chapters, Reports, etc…) published by reputable publishers.
- Papers which are refereed (peer-reviewed), presented and published at conferences and professional societies' meetings.
- Tangible evidence of original contributions such as inventions, patents, theories and designs.
- Invitations to give lectures and talks based on being an expert in his/her field
- Invitations to being a reviewer to journals, publishers, and grants' funding agencies.
- Development and submission of proposals to carry out research ideas.
- Recognition via awards and honors for research contribution (internally or externally).
- Evidence of citations made by others of the candidates' research output.
- Other

B. *Quantification of research*

There are 2 major criteria in research which shall be considered in determining an individual's eligibility for promotion: productive research as evidenced by publications and scholarly activity contributing to the professional development of the individual. Peers and referees will evaluate the quality of the work. This criterion is given a maximum weight of **40 points** with a minimum requirement of 20 points for non-science and 25 points for science disciplines. Evaluation of publications including articles, books, chapters, etc. should not be done based on only one criterion. The Office of the Provost shall provide an Impact Analysis Report that includes a citation and research parameters analysis. Specifically, it should include the *h*-index as well as the total citations distributed over the years. This analysis should be generated from Scopus. For this, the Provost might appoint a committee that will produce this document and will verify the quality of a journal in a specific discipline and confirm the peer review process in cases where a publication is not clearly indexed.

a) Books (scholarly and university textbooks), edited books, and textbooks are affixed a value corresponding to that of 2 to 4 articles, depending on the ranking of the book publisher.

   Edited books do not involve conference proceedings. The ranking of books depends on the rank of publisher as per the attached list of the top 50 publishers (Appendix A) and the list of top academic publishers (Appendix B), and follows the following scheme:

   - Top 50 Publishers: value equivalent to 4 articles, each of 4 points.
   - Top academic publishers not in the top 50 publishers' list: value equivalent to 3 articles, each of 4 points.

- Book publisher which is neither in the top 50 nor in the top academic publishers' list, but the book is Scopus-indexed: value equivalent to 2 articles, each of 4 points.

b) Chapters in edited books are affixed a value corresponding to that of 1 to 2 articles per chapter depending on the ranking of the book publisher and follows the scheme described below:
   - Top 50 Publishers: value equivalent to 2 articles, each of 4 points.
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   - Book publisher which is neither in the top 50 nor in the top academic publishers' list, but the book is Scopus-indexed: value equivalent to 2 articles, each of 2 points.

c) A full original paper, a review article, a research note, or a short communication published in an international refereed journal is affixed a value of 2 to 4 points depending on the ranking of the journals
   - 4 if Impact Factor > or = 5 (value multiplied by 1.5 if the applicant is first or corresponding author)
   - 3 if Impact Factor between 1.5 and 4.9 (value multiplied by 1.5 if the applicant is first or corresponding author)
   - 2 if Impact Factor < 1.4 (value multiplied by 1.5 if the applicant is first or corresponding author)
   - In the absence of available Impact Factor for a journal, but the article is indexed on Scopus, it will be given a value of 2 points (value multiplied by 1.5 if the applicant is first or corresponding author)
   - Impact Factors taken into account are only those assigned by Thomson Reuters (Journal Citation Report)

d) Serving as chief editor or associate editor of international refereed well known indexed journals is affixed a value corresponding to that of 1 to 5 articles depending on the ranking of the journal as indicated below:
   - Impact Factor > or = 5; 5 articles of 2 points each
   - Impact Factor between 4 and 4.9; 4 articles of 2 points each
   - Impact Factor between 3 and 3.9; 3 articles of 2 points each
   - Impact Factor between 2 and 2.9; 2 articles of 2 points each
   - Impact Factor between 0.5 and 1.9; 1 article of 2 points
   - No points will be given if IF is < 0.5

e) Publications that appear in proceedings of international refereed conferences are given a value of 1 point for every 2 publications. Those publications need to be indexed on Scopus.

f) Publications in local refereed professional journals are affixed a value of 0.5 point each provided that no more than 5 pts are accumulated through publications described under this item.

g) Papers that are based on research that expands on the work done as part of the PhD thesis will be counted towards the minimum required points for research.
h) All full-time faculty will follow the same procedure and ranking system for portfolio evaluation described above.

- Faculty members enrolled in the University within a different context allowing them to be promoted in UOB (such as part time faculty members of the Faculty of Medicine in partnership with an affiliated hospital) follow a different pattern of ranking (Clinical Assistant-Associate-Full Professor). For these applicants, criteria of portfolio evaluation might differ in the details pertaining to research and service (quality and quantity) and will be published in a separate document.

1.2.3. Service and Commitment: Providing an outstanding level of service to the Faculty, to the University, to the candidate's profession, and to the community at large.

A. *Suggestions for Supporting Data:*

- Written records on faculty committee service.
- Documented evidence of counseling or advisory services to students or to student organizations.
- Documented evidence of consulting or community service.
- Written evidence of involvement in or formation of recognized professional societies.
- Organizing and participating in workshops, seminars, and conferences at UOB or for the professional community at large.
- Participating in national/international taskforces, committees, boards, etc…
- Serving as an officer in national/international professional societies.
- Promoting Program/Faculty/University in the community by assisting in high school visits and representing the University.

B. *Quantification of Service*: This criterion is worth a maximum weight of **20 points** with a minimum requirement of 10 points.

1.3. Itemized Promotion Criteria Towards Full Professor:

Full Professor: Associate Professors who wish to apply for promotion to the rank of full professor should have a minimum of 5 new articles for non-science disciplines, and a minimum of 7 new articles for science disciplines, published in peer reviewed journals during a minimum of 6 full academic years as Associate Professor. Books can be considered for promotion in this context

taking into account the ranking of the publisher (as indicated under the section of promotion to Associate Professor). These articles/books must be published during the time of the Associate rank, not counting the previous articles. Of the 5-7 articles, at least 1 should be solo authored (for non-science disciplines) and at least 3 should name the candidate as lead or corresponding author (for science disciplines).

The following three criteria are to be met by associate professors in order to be promoted to full professor.

1.3.1. Effective Teaching: Sustained dedication to teaching and the ability to stimulate students to think critically.

A. *Suggested Supporting Data:*

- Testimony of faculty colleagues, particularly those who regularly associate with the candidate.
- Peer evaluation of teaching performance
- Written course materials including syllabi, final examinations, and authored handouts used in degree-oriented or continuing education programs.
- The documented performance of students in later courses or written testimony of former students concerning the degree and significance of learning in a specific course.
- Student evaluation of classroom performance, supported by results from the "Student Feedback Form".
- Testimony of colleagues who may have sought and received assistance in matters of instructional content or method.
- Course materials which establish a new direction or area of instruction.
- Evidence of engaging students in life-long learning activities and developing their abilities in self-directed learning.
- Evidence of creating and disseminating educational knowledge and pedagogies.
- Documented involvement in advising and monitoring students on projects and theses.
- Evidence of recognition (internally or externally) for outstanding and effective teaching.
- Development of educational material (textbook, manual, software, website, study guides, case problems, simulations, etc…) for the purpose of improving the degree of students' learning.

B. *Quantification of teaching*

Teaching effectiveness shall be an essential criterion of excellence. Teaching involves not only scholarly competence but also the ability to communicate learning at the level of the student's understanding. It involves imagination as well as awareness and concern for the individual

student's growth and development. Recommendations of the FPC will be used to assess the teaching performance. These must be substantiated and based on the following:

- 15/40 Student evaluations
- 10/40 Innovation in teaching
- 5/40 Course files and records
- 10/40 Other relevant information related to teaching effectiveness

This criterion is given a maximum weight of **40 points**. A minimum of 26 points is required for promotion (65%)

1.3.2. Sustained Research Activities: Recognition both within UOB and externally as an authority in at least one area of knowledge. Research output must be original and significant.

A. *Suggested Supporting Data:*

- Publications in reputable scholarly journals or by reputable publishers.
- Published reviews of scholarly articles and books.
- Peer-reviewed papers and other tangible evidence of scholarly presentations at professional society meetings (conferences).
- Written materials used in providing consultation or "problem solving" services to industry or other organization types based on the assumption that the Professor is an authority in this field.
- Written evidence which supports the acceptance in the broader academic and professional communities of published texts and scholarly books.
- Written evidence which shows that authored texts and reference books are widely accepted because they contain original materials or because they synthesize or organize information in a uniquely useful manner.
- Written documentation of patents obtained, testimony from clients consulted, or any other responses which attest to the originality, significance, and utility of research and development work.
- Invitations to give lectures and talks based on being an expert in the field.
- Invitations to being a reviewer to journals, publishers, and grants' funding agencies.
- Development and submission of proposals to carry out research ideas, including those which lead to funding.
- Recognition via awards/honors for research contribution (internally or externally)
- Evidence of citations made by others of the candidates' research output.

B. *Quantification of research*

There are 2 major criteria in research which shall be considered in determining an individual's eligibility for promotion: productive research as evidenced by publications and scholarly activity contributing to the professional development of the individual. Peers and referees will evaluate the quality of the work. This criterion is given a maximum weight of **40 points** with a minimum requirement of 24 points for non-science and 28 points for science disciplines.

a) Books (scholarly and university textbooks), edited books, and textbooks are affixed a value corresponding to that of 2 to 4 articles, depending on the ranking of the book publisher.

Edited books do not involve conference proceedings. The ranking of books depends on the rank of publisher as per the attached list of the top 50 publishers (Appendix A) and the list of top academic publishers (Appendix B), and follows the following scheme:

- Top 50 Publishers: value equivalent to 4 articles, each of 4 points.
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- Book publisher which is neither in the top 50 nor in the top academic publishers' list, but the book is Scopus-indexed: value equivalent to 2 articles, each of 4 points.

b) Chapters in edited books are affixed a value corresponding to that of 1 to 2 articles per chapter depending on the ranking of the book publisher and follows the scheme described below:

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c) A full original paper, a review article, a research note or a short communication published in an international refereed journal is affixed a value of 2 to 4 points depending on the ranking of the journals

- 4 if Impact Factor > or = 5 (value multiplied by 1.5 if the applicant is first or corresponding author)
- 3 if Impact Factor between 1.5 and 4.9 (value multiplied by 1.5 if the applicant is first or corresponding author)
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e) Publications that appear in proceedings of international refereed conferences are given a value of 1 point for every 2 publications. Those publications must be indexed on Scopus.

f) Publications in local refereed professional journals are affixed a value of 0.5 point each, provided that no more than 5 points are accumulated through publications described under this item.

g) Papers that are based on research that expands on the work done as part of the PhD thesis will be counted towards the minimum required points for research.

h) All full-time faculty will follow the same procedure and ranking system for portfolio evaluation above described.

- Faculty members enrolled in the University within a different context allowing them to be promoted in UOB (such as Faculty members of the Faculty of Medicine in partnership with affiliated Hospitals) follow the same procedure of evaluation of science disciplines; though, criteria for portfolio evaluation might differ in the details pertaining to Research, Teaching, and Services (quality and quantity) and will be published in a separate document.

1.3.3. Service & Leadership: Evidence of service involvement and leadership to the individual's department, Faculty, UOB and to the community at large.

A. *Suggested Supporting Data:*
- Tangible evidence of development of new instructional material.
- Written records to substantiate department/Faculty committee services.
- Written records to substantiate University committee services.
- Written evidence to substantiate involvement in leadership activities.
- Participation and leadership roles in the programs of professional societies.
- Leading, organizing, and coordinating workshops, seminars, and conferences at UOB or at the professional scene.
- Providing service to the community.

B. *Quantification of Service:* This criterion is worth a maximum weight of **20 points** with a minimum requirement of 12 points.

1.3.4. Fast Promotion Track:

Individuals whose record of achievements is outstanding may be considered for promotion at an earlier time than is specified in University Rules. These individuals ought to first submit a letter showing their wish to be considered for fast promotion to the Office of the Provost and copy their dean. When found fitting, the provost will initiate the process as described above.

The same process is applied to the portfolios of the fast-track candidates. Naturally, candidates' portfolios need to be exceptional and need to demonstrate that promotion criteria have been met to an exceptional level. Normally a minimum number of 3 years passed at a given rank is requested for fast track promotion.

1.3.5. Faculty Members who are Denied Promotion:

Promotion files or portfolios are normally voted on with either yes, no, or abstain. In case a negative or abstention vote is made, then noted reason(s) for such a vote are documented. Such reasons must be communicated to the candidate without disclosing the name of the person who assessed the file as it is communicated for continuous improvement purposes. Therefore, based on the feedback obtained from deliberations made when portfolios were evaluated, the dean and the faculty member who was denied promotion will work on setting up a corrective and constructive action plan with the goal of helping the professional development and output of that faculty member.

In the event that a faculty member believes that there was a procedural error in processing the promotion file, he/she can send an appeal to the President of the University explaining his/her case in detail.