

CRITERIA AND PROCEDURES FOR APPOINTMENT, PROMOTION, TENURE AND ANNUAL REVIEW

COLLEGE OF PUBLIC HEALTH
UNIVERSITY OF OKLAHOMA HEALTH SCIENCES CENTER
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Criteria and Procedures for Appointment, Promotion, Tenure and Annual Review
College of Public Health
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1.0 **Introduction**

- 1.1 Specific criteria and procedures employed by the College of Public Health for the purposes outlined herein shall be consistent with the official policies of the University Of Oklahoma Board Of Regents, including those published in Chapter 3 of the Faculty Handbook, October, 1982, or subsequent revisions thereof.
- 1.2 The definitions, criteria and procedures for interpreting and implementing these policies within the College of Public Health are outlined in the following sections.
- 1.3 These criteria and procedures shall be used for the determination of appointment, promotion, tenure and annual review.

2.0 **Academic Rank: Definition and Criteria**

2.1 **Academic Rank: Definitions**

- 2.1.1 The academic ranks of this College from lowest to highest are Instructor, Assistant Professor, Associate Professor and Full Professor.
- 2.1.2 Modified titles of academic rank are found in the Faculty Handbook Chapter Three (3), October 1982, or subsequent revisions thereof.

2.2.0 **Academic Rank: Criteria**

- 2.2.1 **Instructor:** The candidate appointed to the rank of instructor should be judged as showing promise in the area of teaching, research or creative achievement, and service sufficient to warrant appointment to the faculty.
- 2.2.2 **Assistant Professor:** The normal interval for promotion from instructor to Assistant Professor is two years as instructor or equivalent experience such as trainee rank (post graduate work) at this or another institution. Under exceptional circumstances promotion may be recommended at the end of one year provided the person has demonstrated exceptional merit.
- 2.2.2.1 A faculty member who has performed adequately in the roles of teaching, service and research as an Instructor shall be promoted to Assistant Professor.
- 2.2.3 **Associate Professor:** The normal interval for promotion from Assistant Professor to Associate Professor shall be six years at this or another comparable institution. Under exceptional circumstances, promotion may be recommended earlier, but ordinarily not prior to four years. Appointment or promotion to Associate Professor shall be based on evidence of substantial contribution.

- 2.2.3.1 Evidence of substantial contribution in teaching should include representative student evaluation, if appropriate, and colleague evaluation.
- 2.2.3.2 Evidence of substantial contribution in research or creative achievement should include both colleague evaluation and publications in professional journals, representative of the discipline. Colleague evaluation shall include three written support documents from persons outside the institution recognized as experts in that field.
- 2.2.3.4 Faculty members on consecutive term appointments would be eligible for promotion based on the quality of performance of their assigned functions.
- 2.2.4 **Full Professor:** The normal interval for promotion from Associate Professor to Full Professor shall be six years at this or another comparable institution. Under exceptional circumstances, promotion may be made earlier, but ordinarily not prior to five years. A candidate for promotion from Associate Professor to Professor will demonstrate evidence of outstanding performance in two of the three areas of teaching, research or creative achievement, and service and should be esteemed in the remaining area.
- 2.2.4.1 Evidence of outstanding performance in teaching should include clear evidence of national contribution or recognition in the field of Public Health. In addition, it should include colleague evaluation and student evaluation of teaching performance, if appropriate.
- 2.2.4.2 Evidence of outstanding contribution in research or creative achievement should include both colleague evaluation and publication in professional journals, representative of the discipline. Colleague evaluation shall include three written support documents from persons outside the institution recognized as experts in that field.
- 2.2.4.3 Evidence of outstanding performance in the provision of service should include local colleague evaluation and by colleagues in national organizations.
- 2.3 Among the ranks of Assistant Professor and Associate Professor, it is realized that there may seem to be some faculty who, although highly valuable to the University and highly esteemed by their students and colleagues, may not achieve promotion to Professor because the prescribed or elected functions within the College, e.g., administrative duties which do not meet the criteria for promotion to this rank and /or individuals who elect primarily teaching contact. These exceptions must be clearly discussed and documented at the time of appointment and /or change of duties.
- 2.4 **Time in Academic Rank:** In the presence of exceptional performance, time in rank is, in itself, not a sufficient reason to deny promotion; likewise, in the absence of exceptional performance time in rank is not sufficient for promotion.
- 3.0 **Responsibilities of Department Chair:**
- 3.1 To inform the faculty at the time of employment of the duties and the criteria by which faculty will be judged for promotion and tenure.

- 3.2 To annually evaluate faculty performance in writing and explain the basis for their proposed salary. Written evaluation must be given to the faculty member and a copy must be placed in the faculty member's file. Copies of annual reviews should be made available to the Department Tenure & Tenure Promotion Committee as they develop their recommendations.
- 3.3 To inform the faculty when they are eligible to apply for tenure and/or promotion.
- 3.4 To inform the faculty in writing at least six months in advance of the date that materials to be considered for tenure and promotion are due. To inform the faculty of university review time tables.
- 3.5 To carefully evaluate faculty curriculum vitae and the material requested by the administration for the evaluation process, and base decisions concerning promotion, tenure and salary increases on the criteria listed in this document and the Faculty Handbook.

4.0 **Responsibilities of the Faculty:**

- 4.1 Faculty members, with the assistance of the chairperson, shall provide information concerning their accomplishments in teaching, research or creative activity, and service on which they will be evaluated according to procedures in the Faculty Handbook and this document (Section 5.0).
- 4.2 Faculty members should update and verify the completeness of their curriculum vitae.
- 4.3 Faculty members should provide a detailed letter documenting the accomplishments (for promotion and tenure only).
- 4.4 Faculty members should verify any special conditions of appointments.

5.0 **Criteria for Promotion, Tenure and Annual Review:**

- 5.1 This statement sets forth the **minimum** criteria by which a faculty member may be promoted or granted tenure within the College of Public Health.
- 5.2 The decision to grant or deny promotion, however, must be made within the University requirements **and** the College of Public Health Program, goals and guidelines.
- 5.3 Furthermore, when tenure and/or promotion have been granted, the faculty member is expected to maintain the level of performance by which tenure was earned until retirement or resignation from the University.
- 5.4 The evaluation of faculty performance shall be based primarily on the following criteria: 1). Teaching, 2). Quality of research and publications, and 3). University, public and professional service. To attain promotion above the rank of Assistant Professor, a faculty member must show evidence of substantial contribution in all three areas of teaching, service, and research or creative achievement and excellence in any two.

The general criteria for appointment, promotion, and tenure established by the University are covered in Chapter Three of the Health Sciences Center Faculty Handbook. Following are the specific criteria developed by the College of Public Health.

- 5.5 Teaching: The Faculty Handbook defines teaching as follows:—"Teaching, which is the transmission of knowledge and cultural values, focuses upon helping students to learn". Teaching includes but is not limited to:
- 5.5.1 Scheduled Teaching: structured courses, unstructured courses, research training, and direction of student research.
- 5.5.2 Unscheduled Teaching: assisting students with course related material, preparing lectures, laboratories, preparing instructional materials such as audiovisual aids, evaluating students with examinations, term papers and assignments, participation in colloquia panels, etc. within the institution conducted for the purpose of educating students, assisting with the design and presentation of instruction, laboratory experience etc., given by students, preparing pedagogical articles, and providing continuing education.
- 5.5.3 Academic Advising and Counseling: semester advisement of students re: course enrollment, preparation of programs of graduate study including service on advisory committees, guidance and counseling of students in any recognized academic pursuit, general counseling re: admission, retention, and graduation, academic advisement re: performance standards, and professional ethics.
- 5.5.4 Course and Curriculum Development: planning and developing new curricula and courses, developing new and revising old curricula, periodic review, evaluation, and revision of curricula reviewing and selecting teaching materials such as textbooks and references, and preparing text for use in assigned courses.
- 5.5.5 Other Professional Activities which have the clear and direct purpose of student instruction.

Note: It is recognized that individual faculty may participate in selected aspects of the above teaching activities depending upon specific job responsibilities within the Department.

5.6 Specific Criteria for Teaching

- 5.6.1 Specified learning outcomes: courses objectives, which address the subject matter and can be measured, shall be identified before instruction begins and shall be written and distributed to each student at the beginning of each assigned course. Objectives shall be reviewed and updated every other year or more frequently as needed by the Instructor to which the course is assigned.
- 5.6.2 Course outline/schedule: topics and assignments to be covered in reaching the objectives shall be written and distributed to each student at the beginning of each course. The evaluation procedures permit the instructor to determine if the objectives are being met. Such procedures shall be revised as content changes. Evaluations should provide for prompt feedback to students about learning in relation to objectives. Outlines/schedules shall be updated every year by the course instructor.

5.6.3 Teaching/learning methods: relevant contemporaneous information shall be transmitted to students using a variety of teaching/learning methods which facilitate student learning. Attention shall be given to the following: selection and use of instructional materials; variety of instructional approaches; adequate preparation for classes, conferences, or observations; use of appropriate instructional methods, e.g., lecture, demonstration, etc., in relation to objectives; individualization of instruction as required; fair and consistent grading; regular attendance at teaching assignment; promptness in starting and stopping teaching assignments; prompt return of examination and/or papers to students; prompt review of exams with students after grading.

Note: Those may be modified according to content being presented. The faculty member is expected to acquire and maintain knowledge and skill in teaching/learning methods.

5.6.4 Subject knowledge: the faculty member shall update continually knowledge and skill in the profession and assigned subject areas.

5.6.5 Counseling and advising students: the faculty member shall participate in counseling and advising prospective students, applicants, students in the program and students enrolled in the instructor's courses.

5.6.6 The faculty member should seek independent study and/or further study in the subject areas of assigned teaching responsibilities.

5.6.7 The faculty member should serve as a role model and /or promote emulation of appropriate concepts of professional responsibility and behavior.

5.6.8 The faculty member should have positive interpersonal relationships with students and peers.

5.6.9 There shall be documentation of the above, where appropriate.

Note: It is possible that all items may not apply equally well to the different types of instruction that take place within the department. It is, however, incumbent upon the faculty member to show cause why specific criteria shall not apply in an individual case.

5.7 Evaluation of Teaching

Evaluation of teaching effectiveness in the department shall involve substantial documentation using all of the following methods:

5.7.1 Student evaluations: The faculty member should follow the guidelines set by the College for obtaining student course evaluations for each course taught by the faculty member.

- 5.7.2 Observations and analysis of instruction: (self and peer evaluations) It is the responsibility of the faculty member to provide pertinent documentation. The documentation may include such items as course outlines, statements and course objectives, reading lists, copies of examinations, course notes, various handout materials, evidence of instructional materials (examples of descriptions with an indication that the materials are available for examinations), etc. Written evaluation by other faculty member(s) who might have direct knowledge of the faculty member's teaching performance may be submitted.
- 5.7.3 Assessment of student achievement: of learning objectives, i.e., the extent to which the student achieved the course objectives.

5.8 Research

Chapter Three of the Faculty Handbook defines research or creative achievement. Research activities as described here, will receive full consideration in the evaluation process, but lack of basic research will not discriminate against a faculty member who has demonstrated significant achievements and excellence in the area defined as creative achievement. Creative achievement may be demonstrated by innovative approaches, new methods, newly developed test procedures, or systems applicable in the discipline or professional area, and innovative application of existing research principles or findings to the practice of a discipline or professional area. Research includes, but is not restricted to systematic, original investigation directed toward the enlargement of human knowledge or the solution of contemporary problems. It includes the: design; implementation; written presentation of the results of research projects and, programs in which the presenter was involved; critical review of the literature which extends the information base in a discipline or professional area; original investigations which include conducting unsponsored research (departmentally funded), university sponsored or unsponsored research, and externally funded research; administration or supervision of research projects including the preparation of reports and analysis of research contributed by others. Originality and/or informational base extensions are the basic tests for inclusion as research.

5.9 Specific Criteria for Research

- 5.9.1 Individual Research Effort: The faculty member develops and conducts research projects which may include proposal preparation and generation of funds to support the research activities. The faculty member engages in scientific investigation related to the member's professional discipline, and prepares or collaborates in preparation of written reports, journal articles, etc.
- 5.9.2 Group Research Effort: The faculty member participates in group research projects as principle investigator, co-investigator, or other major research contribution.
- 5.9.3 Some activities may have components which cross more than one category, e.g. research and service. It is necessary that the activity be clearly described and listed in only one category.

5.10 Evaluation of Research

Evaluation of research productivity shall be based upon full documentation including, but not limited to, copies of articles published and submitted; grant proposals submitted and approved and any other material which would assist those conducting the evaluation.

5.10.1 Productivity: Publication is an important method of evaluating productivity. If there are no publications, the criteria have not been met. Without dissemination, knowledge is of little value in science. The number of research projects which the faculty member has conducted or is conducting, whether these are “funded” projects or not, is another indicator of productivity. The number of grants the faculty member had awarded, whether intra-mural or extra-mural, also indicates research activity over time; generally are deemed better than sporadic research activity and publication.

5.10.2 Quality of Research: Quality of publications is more important than quantity. The basic outcome for evaluation may be judged in the following ways: published in referred journals; citations in selected journals; grant awards; intra-mural review process; extra-mural review process; quality of publisher (in cases of books and monographs); invitations to lecture on research at other universities e.g., ‘visiting professor’, invited addresses on research at meetings of professional organizations; research presentations at state, regional, national, and international meetings, and consultation with outside experts in the field of research; of the faculty member as to the quality and impact of the faculty person’s research.

Note: Quality of research shall be assigned a greater weight in the evaluation of research performance than the number of publications. Articles in national or international referred journals shall be weighed more than those in un-referred publications or those with restricted circulation or exposure published articles may be weighted more than orally presented brief papers; in-depth articles or chapters may be weighted more than brief publications; several publications of different studies may be weighted more than several publications of the same data material, etc.

5.11 Creative Achievement

Creative achievement is understood to mean significantly original or imaginative accomplishment in the practice of the profession and should involve such areas as educational methodology and evaluation. It represents innovative approaches, methods, tests, procedures or systems application of existing research principles or findings to the practice of a discipline or professional area, and innovative application of existing research principles or findings to the practice of a discipline or professional area. The criteria for judging the original or imaginative nature of creative accomplishments must be the generally accepted standards prevailing in the professions presented. To qualify as creative achievements, the results of the endeavor must be disseminated and subject to critical peer evaluation in a manner appropriate to the field(s).

5.21 Specific Criteria for Creative Achievement

Creative Achievement encompasses, but is not restricted to: general scholarship including writing or revising books (or parts thereof) in one's own discipline or in interdisciplinary works; contributing articles to referred professional journals; originating or developing materials, methods, equipment, procedures, innovations, etc., of recognized excellence and value in the professional area; critical reviews of related professional literature; presenting papers or exhibits or other scientific materials at professional meetings; participating in the program of a professional organization or association; achieving sufficient expertise in a specialized area of a discipline to be recognized as a specialist; contributing to the betterment of the profession as a whole by significant achievements and contributions as a member of site survey teams in the accreditation process; participating in the governance of accrediting, certification, and professional organizations; achieving state, regional, or national recognition of professional stature as evidence by invitation to present short courses, seminars or other instructional modalities.

Note: It is recognized that some of the above items could, depending upon how they are carried out, qualify for inclusion under research. Since the terms 'research' and 'creative achievement' are viewed as co-equal in the Faculty Handbook, the items above should be included under creative achievement, unless they are part of a larger grouping of achievements included under the traditionally viewed research effort.

5.13 Evaluation of Creative Achievement

5.13.1 The quality of creative achievement should be assigned a greater weight than the sheer number of times such achievements have been presented to the professional community. Those conducting faculty evaluations shall take into consideration the relative value of such achievements. Included in the appraisal of quality may be: consultation with outside experts in the field in which the creative achievement is made as to the quality and impact of the faculty member's contribution; in house review by faculty with knowledge in the area of the contribution; the stature of institutions, agencies or professional groups which extend invitations to the faculty member in the area of achievements; quality of the publications in which reports of the faculty member's achievements are printed; achievement of sufficient depth in a given professional area(s) to be recognized as an "expert" in that area; state, regional, or national recognition of professional stature through invited short courses, seminars or other instructional modalities; participation in University, governmental or organizational committees relating to the area of professional expertise; consultantships at state, regional, or national level in the areas of professional expertise.

5.13.2 The number of papers, publications or presentations may be a useful measure of the creative achievement. Broad dissemination of innovations increases the uses to which they may be put and invites a wider base of critical appraisal by peers.

Note: Those conducting faculty evaluations shall not take into consideration here the **service** that may be rendered in connection with any of the above, however laudable that service might be. Only the extent to which the faculty member's appointments, activities or reputation reflect creative achievement should be considered.

5.13.3 In evaluating and documenting creative achievement, copies of articles or books published, papers presented, or other materials which could be expected to assist those conducting the evaluation should be submitted.

5.14 Professional and University Service

5.14.1 Professional Service to Professional and General Community Groups

The term “service” as used here refers to the application of knowledge gained through research and creative achievement, and is performed without remuneration except, perhaps expenses involved in that participation.

5.15 Criteria for Professional and University Service

Specific criteria may include: serving in an official capacity in a professional organization (i.e. holding office) or serving on a committee; refereeing papers submitted for publication and editing or reviewing books in one’s professional area or related areas; serving on local, state national or international commissions, committees, advisory boards, agencies (public or private) related to one’s discipline(s), or the professional community as a whole; serving as a program organizer or evaluator of research papers for presentation at scientific organizations concerned with issues in research (task force, white papers, etc.); providing professional consultation to research projects of local, state, regional or national importance; reviewing grant proposals or serving on grant review or award committees; presenting a paper or speech or providing professional teaching services as a moderator, panelist or resource person in a continuing education activity; serving on committees, commissions or organizations concerned with health care; consulting within the University in a professional capacity; and serving on community organizations, service organizations and otherwise contributing to the welfare of the general community by some service function.

5.16 Evaluation of Professional Service

5.16.1 Evaluation and judgment of each faculty member’s performance or service to the professional community and general community may be based on some combination of the following: departmental faculty peer-evaluation, administrative evaluation by the President, Provost or Dean (at the request of the faculty member), administrative evaluations by the chairperson or designee, consumer evaluations (students, consultees, etc.), and self-evaluation.

5.16.2 Documentation, while perhaps more difficult to obtain than in categories such as research and teaching, must be providing by the faculty member if activities are to be credited in reviews of faculty performance. Such documentation may include evidence of: formal papers with service content, speeches before professional, parent, civil or student groups external to the program; project, program or seminar outlines, handout material, annual reports, logs, journals, project or progress reports, descriptive narratives, activity plans, evaluation/feedback, information from individuals served (students, parents, consultees, participants), self-evaluations, letter of commendation from administrative officers, and consultant reports

Note: Information from all available sources will be considered in the final evaluation. It should be recognized that in the service area, as in other areas, performance can only be considered in the context of quality.

5.17 University Service

University Service is addressed in the Faculty Handbook Chapter 3 under Participation in University Governance, and **Other Faculty Activities**. The other category of service is concerned with the application of knowledge and skills to the institutions affairs.

5.17.1 Non-Administrative Services: serving on committees, councils or other advisory groups at the department, school, college or other university levels; serving as advisor for a student organization, organizing or serving in an official capacity for alumni organizations, honors programs, special non-course lecture series, etc.; participating in faculty governance such as the Faculty Senate, or Faculty Board, service which reflects application of specific professional skills and knowledge to the institutions affairs.

5.17.2 Administrative Services: administrating educational programs, clinics, seminars, etc., and administrating research projects or programs.

5.17.3 Evaluation of University Service: the number of committees, councils, or other faculty governance bodies in which the faculty member serves is one useful measure of achievement in this area, the quality and extent of service on governance bodies should be given greatest weight in assessing contributions in this area. It is recognized that membership in a governance body does not in and of itself assure active and productive participation.

5.17.4 Documentation: listing of membership on governance bodies or participation in public relations efforts; confidential evaluation by peers on the faculty member's service assignment and contractual responsibilities; evaluation by recipients of this service, self-evaluation; letters from administrative officers; and letters of commendation regarding performance in such bodies by a University recognized supervisor, i.e. committee/council chairperson, etc.

6.0 Promotion Procedure

6.1 The Dean of the College of Public Health shall ensure that all faculty are provided with the current guidelines and procedures pertaining to promotion, including the appropriate sections of the Faculty Handbook and any additional information provided by the Administration of the University.

6.2 The faculty member who is eligible for promotion shall have the primary responsibility for initiating considerations of promotion and for gathering complete information. The department chair with the help of the Departmental Advisory Committee shall make certain that all promotion recommendations are initiated and considered on the basis of full documentation.

- 6.3 The Departmental Advisory Committee shall provide their recommendation to the Department Chair after consideration of the application for promotion and the accompanying documentation. Each member shall record an independent opinion. These recommendations will be considered by the Departmental Chair as advisory and the Departmental Chair must formulate a single recommendation and forward the recommendation and reasons to the Dean of the College.
- 6.4 The Dean of the College shall send the faculty member's application and supporting documentation to the College of Public Health Promotion and Tenure Committee. Upon prompt consideration of the materials, the College Promotion and Tenure Committee shall send a recommendation to the Dean who will formulate a written recommendation. If the recommendation is favorable it shall be forwarded to the Provost of the University of Oklahoma Health Sciences Center.

Recommendations at all levels of review (other than those of individual faculty) must be in writing and all must include the statement of reasons for the recommendation. The departmental chair shall provide the applicant with notification of all such decisions.

The remaining steps of the review process including appeal mechanisms shall be consistent with the official policy of the University Of Oklahoma Board Of Regents.

7.0 **Appointments**

Appointments including appointment of new faculty, appointment period, temporary term, continuous, consecutive term appointments, joint appointments, and part-time appointments are presented in detail in the Health Sciences Center Faculty Handbook, 1982 Edition Chapter Three (3). The criterion outlined in the Faculty Handbook and any subsequent revisions thereof shall apply to individuals appointed to the Faculty of the College of Public Health.

8.0 **Tenure Procedure**

- 8.1 Faculty tenure including definitions, eligibility for tenure, probationary periods, and criteria for tenure decision are presented in detail in the Health Sciences Center Faculty Handbook, 1982 Edition Chapter Three (3). The criteria as outlined in the Faculty Handbook and any subsequent revisions thereof shall apply to individuals appointed to the faculty of the College of Public Health on the tenure tract.
- 8.2 The specific criteria developed by the College of Public Health are listed on Chapter Five (5) of this document under Criteria for Promotion and Annual Review. The evaluation of faculty performance for Tenure shall be based primarily on substantial contribution in all three areas of teaching, service and research or creative achievement and excellence in any two. The definitions of these three areas are the same for Tenure as they are for Promotion.

8.3 The procedures for tenure decision shall be the same as outlined in the Faculty Handbook Chapter 3.7.5. Procedures at the department level are outlined in Section 3.7.5 (a) through (h). Procedures at the College level are outlined in Section 3.7.5 (i). The advisory council to the College of Public Health Dean shall be the College of Public Health Tenure and Promotion Committee. The recommendation of the College Promotion and Tenure Committee shall be forwarded to the Dean who in turn shall include it in the tenure file and forward it to the Provost and the campus Tenure Committee. Procedures at Health Sciences level, the Provost, and University level are outlined in Section 3.7.5 (j) through (p).

9.0 **Special Concerns**

9.1 Essential features of the tenure and promotion decision include the determination by (1) the appropriate faculty of the department and (2) the department chairperson, whether the candidate has performed well in **each** of the preceding categories for which functions have been assigned and whether the department elects to have the candidate as a permanent contributing faculty.

9.2 Modification in weighting of teaching, research or creative activities, and service contributions, when the faculty member is assigned administrative or public relations responsibilities will be determined by a university recognized supervisor.

While these guidelines were developed to be used in the process of **appointment, promotion, granting and retaining tenure, and annual review**, it should be remembered that the primary goals of tenure and promotion are the furtherance of the general aims of the University through recognition of performance and encouragement of individual excellence. It is also recognized that information could be misused; therefore, the following general principles should be observed: the professional and personal rights e.g. confidentiality of all persons involved shall be protected; the process shall be constructive and not punitive in character; procedures and criteria shall evaluate achievement of the objectives of the respective disciplines and the department; no evaluation shall be conducted without the knowledge of the person being evaluated; measures for confidential and considerate transmittal of results to the person evaluated should be inherent in the process. Peer, student and other evaluations of faculty will be submitted to the chairperson of the appropriate department or academic unit, and be available to the Dean at specific request; however, further transmittal of this data must be strictly limited; faculty must be fully informed as to procedures and criteria utilized by the department or academic unit, and each faculty member shall be provided a copy of the Faculty Criteria and Procedures for Appointment, Promotion, Tenure and Annual Review at the time of its adoption and at the time of initial faculty appointment of new members; students participating in faculty evaluation shall be afforded anonymity; some reasonable interval in which deficiencies may be corrected shall be allowed and re-evaluation accomplished on a regular basis; explicitly excluded as a standard for evaluating faculty performance is the mere financial gain which accrues to the department, College or University as a result of a faculty member's efforts.

