



Universidad de
los Andes
Colombia

School of
Management

THE SCHOOL OF MANAGEMENT FACULTY BYLAWS

November 23, 2020

Table of contents

I. PRELUDE	3
II. FACULTY RESPONSIBILITIES	4
2.1. Teaching	4
2.2. ACADEMIC PRODUCTION	5
2.2.1. <i>Producing, applying, and integrating knowledge</i>	5
2.2.2. <i>Innovation</i>	6
2.2.3. <i>Entrepreneurship</i>	7
2.2.4. <i>Research for teaching development and innovation</i>	7
2.2.5. <i>Thesis and degree project advisories</i>	7
2.3. INSTITUTIONAL DEVELOPMENT	7
2.3.1. <i>In-house activities</i>	8
2.3.2. <i>External activities</i>	8
III. ACADEMIC RANKING	9
3.1. GENERAL CONSIDERATIONS	9
3.2. ASSISTANT PROFESSOR	10
3.3. ASSOCIATE PROFESSOR	10
3.4. FULL PROFESSOR	11
3.5. PROMOTION PROCESSES	12
3.5.1. <i>Promotion to associate professor</i>	12
3.5.2. <i>Promotion to full professor</i>	12
IV. THREE-YEAR ASSESSMENT	13
4.1. GENERAL CONSIDERATIONS	13
4.2. SUBCATEGORIES	14
4.2.1. <i>Assistant professor</i>	14
4.2.2. <i>Associate professor</i>	18
4.2.3. <i>Full professor</i>	22
4.3. EVALUATION PROCESS	27
4.3.1. <i>Three-year Assessment Committee</i>	27
4.3.2. <i>Processes and timelines</i>	27
4.4. PERFORMANCE MONITORING	27
4.4.1. <i>Annual teaching monitoring</i>	27
4.4.2. <i>Formal feedback to assistant professors</i>	28
4.4.3. <i>Follow-up for tenured and associate professors</i>	28
V. SPECIAL CATEGORIES	28
5.1. PART-TIME LECTURERS	28
5.2. DISTINGUISHED PRACTITIONER	29
5.3. PROFESSOR EMERITUS	30
5.4. HONORARY PROFESSOR	30
5.5. VISITING PROFESSOR	31
5.6. POSTDOCTORAL RESEARCHER	31
5.7. ADJUNCT PROFESSOR	32
5.8. RETIRED PROFESSORS	33

I. PRELUDE

The faculty at the School of Management at Universidad de los Andes is part of a community committed to the values of excellence, freedom, solidarity, and integrity that make the University a leading centre of university life that is both locally prominent in Colombia and of global scope.

The School is multidisciplinary and pluralistic by nature, and its professors build their own academic project allowing them to develop comprehensively and within the framework of the University's collective project and the School's mission statement.

An important aspect of the School's project is to build an academic community involving professors highly committed to student training, academic production, and institutional development. All professors are expected to help consolidate the right climate for the School's institutional development, to create links with national and international academic communities, and with the organisations that are the object of their research. They therefore are required to add to the School's culture of excellence and collective construction that adapts to the challenges imposed by the environment with an emphasis on sustainable development. As such, they must produce innovative work, adopting critical positions as part of a continuous process of personal and organisational learning.

The purpose of this document is to regulate what is stipulated in the University's Uniandes Faculty Handbook for the School. It explains the rights and responsibilities established for professors at Universidad de los Andes¹. The Uniandes Faculty Handbook and this Faculty Bylaws are a tool for professors' development, indicating what is expected of them at the School of Management, in their different categories.

¹ Universidad de los Andes Facultad Handbook, approved by the Steering Committee on 15 April 2015, is designed to "organise and regulate the academic activities of all professors at the University". This handbook includes the institutional values, rights and duties, recruitment, academic duties, academic ranking, three-year assessment, promotion, special categories, the disciplinary regime, dismissal for academic reasons, conflict of interest, the semester of independent academic work, encouragement of interdisciplinary work, and transitional provisions.

II. FACULTY RESPONSIBILITIES

The professors at the School develop a comprehensive academic project and are committed to the School's and the University's collective project. Each professor supports the training of future leaders and creates the knowledge needed for the innovative and sustainable development of organisations and society. They are aware of belonging to an academic community composed of peers with high academic and personal standards, and throughout their development, they build the capacity to form a school and generously guide those who are starting out in intellectual work. They strive to establish ties with other communities, generate and disseminate knowledge among colleagues, students and organisations, and have a positive impact on value creation in society.

Faculty responsibilities are established in three areas: teaching, academic production, and institutional development.

2.1. Teaching

Teaching is a fundamental pillar in the University. In the search for excellence in this field, the School does not define a single particular teaching method, but is committed to a teaching approach centred on the student's learning process. The achievement of the learning objectives established in each program and in each course, measured through the system for assurance of learning², defines the methodologies and teaching practices implemented in the School. Professors' teaching methods are expected to be aligned with the University's values (excellence, freedom, solidarity, and autonomy) and the School's mission, and based on which professor support the training of leaders who promote innovative and sustainable development.

The School's Teaching Committee (TC) is responsible for proposing, promoting, and communicating the teaching guidelines, designing the incentives for their implementation and the assessment instruments used by the Three-year Assessment Committee. The teaching guidelines are implemented once they have been approved by the School Council.

Professors are responsible for designing, executing, evaluating, and improving courses corresponding to a minimum of 12 credits per year (4 to 6 courses). This teaching work includes counselling students and reflecting on their own teaching practice, as part of continual improvement.

The courses that are part of this teaching responsibility will be decided on each year with the corresponding academic area director, who in turn, will submit a proposal to the Associate Dean for Academic affairs. The Associate Dean for Academic Affairs will approve the teaching responsibilities, taking into account the School's particular needs, the compliance with the guidelines established in the teaching policy, and the minimum responsibilities defined in this Faculty Bylaws.

The annual teaching responsibilities for professors holding leadership positions in the School are as follows:

Position	Credits
Dean	3
Associate Dean	6

² The system for assurance of learning is led by the Centre for Assurance of Learning (CASA). See: <https://uniandes.sharepoint.com/sites/casa/SitePages/Inicio.aspx>

Professors involved in other types of work or that hold administrative positions, other than those mentioned in this section, shall retain a minimum of 12 credits of their teaching responsibilities and, for this work, may receive a bonus for the administrative position.

Professors who, upon joining the School, have access to the Assistant Professor Support Fund (FAPA) may reduce their teaching responsibilities to 9 credits per year during the first year of employment.

The distribution of teaching responsibilities in the School's academic programmes will be established in the School's **Teaching Guidelines** document, drafted by the School TC.

2.2. Academic production

Academic production is essential to the activity of the School's professors. Through it, they produce relevant and impactful knowledge, contributing to the visibility of both the School and their research, as well as to organisations' innovative and sustainable development. The School expects its professors to maintain a level of academic production that allows them to work as active researchers throughout their entire teaching career, which in the School is equivalent to having a minimum production of 4.5 points in a period of 3 years, according to the **Research Excellence Recognition Guidelines** document³. These minimum expectations apply to all of the School's professors, regardless of their administrative and/or managerial responsibilities⁴.

This academic production may vary in form and format. Through it, professors reflect their capacity to develop their personal leadership before different collectives, in a particular field of management. The production may be disciplinary, applied, innovation-oriented, or centred on the study of learning processes. However, it must comply with the parameters of excellence and quality established by the School's **Research Excellence Recognition Guidelines**.

2.2.1. Production, application, and integration of knowledge

This type of academic production involves the development of research products designed to "expand the frontier of knowledge, the elaboration of integrations and syntheses that consolidate the body of the discipline and the development of applications in various contexts" (Uniandes Faculty Handbook, Chapter IV, letter B, number 1).

Academic production can involve the following, among others:

- Scientific texts addressed to the academic community: (a) articles published in high impact scientific journals; (b) books or chapters published by prestigious national and international publishers; (c) book reviews; (d) edition of books and special issues; (e) book forewords

³ This document is available on the School's intranet.

⁴ See Uniandes Faculty Handbook, Introduction Chapter VIII

- Products targeting the student community and related to teaching that include pedagogical material such as: (a) textbooks; (b) pedagogical cases (and teaching notes); (c) technical notes; (d) lecture notes; (e) materials produced for the implementation of courses in new digital formats (MOOCs, blended learning, among others).
- Products designed for professional communities intended to influence organisational practice: (a) books for management practitioners; (b) popularisation articles.
- Texts that provide input to the public discussion: (a) outreach primers; (b) policy briefs in recognised series; and (c) articles and columns in high-impact, globally circulated popular and analytical journals.
- Active involvement in knowledge networks and important scientific associations, regularly attending congresses and conferences, either as speakers or organizers.
- Participating in activities related to the publication of scientific journals, as editors, members of editorial committees of impact journals, and permanently participating as reviewers in the scientific publication process.

2.2.2. Innovation

For the School, it is important to recognize the sustained and systematic effort of its professors towards the creation of a culture and capacity for innovation, which impacts and creates value for society in accordance with the principles of sustainable development.

The development of a capacity for innovation entails interdisciplinary work with systems thinking, the creation and development of collaborative networks, the application of professors' knowledge and skills in the creation of innovative solutions, and professors' work in building explicit knowledge that will allow the School and the University to put the capacities developed into practice.

Although the impact of this task may target the University itself, the ultimate goal is to ensure that enhancing the capacity for innovation translates into the University's increased impact on its environment, in accordance with the principles of sustainable development. For the School, this element is embedded in the activities carried out by its professors, which is why those developed in this category and the products resulting from the innovation processes are explicitly recognised through the **Research Excellence Recognition Guidelines**.

2.2.3. Entrepreneurship

The School supports entrepreneurship as a source of impact and significance. This implies the implementation of interdisciplinary work with systemic thinking based on the concept of sustainable development, the creation or development of collaborative networks, the application of professors' knowledge and skills that support entrepreneurship, as well as their work in building explicit knowledge that allows the School and the University to put the capacities developed into practice.

The emphasis for this type of academic production is on professors' contribution to the formation of strategic capacities at the University and among its community. For the School, this element is embedded in the activities carried out by its professors, which is why those developed in this category and the products resulting from the innovation processes are explicitly recognised through the **Research Excellence Recognition Guidelines**.

2.2.4. Research for teaching development and innovation

Another type of academic production involves innovation and the introduction of improvements in teaching activities that are carried out in a systematic and documented manner, and that contribute to the development of the School's capabilities in this area.

Research and activities associated with teaching development and innovation shall be subject to the canons and rigor of academic research understood as the types of academic production established by the School in the previous paragraphs.

2.2.5. Thesis and degree project advisories

According to the Uniandes Faculty Handbook, advising and directing theses and degree projects in doctoral, master's, and undergraduate programmes is considered a special aspect of teaching and is a comprehensive part of the professor's academic work. To be considered part of the academic production, the School's degree projects must lead to the production of an academic document, which is registered in the University library.

2.3. Institutional development

As well as teaching and academic production, professors are also required to support the institution's collective development as a fundamental pillar of their work. Professors are expected to have an attitude of collaboration and collective construction for the institution, which is aligned with the University's values and the School's mission.

Institutional development can be understood as a professor's activities that promote the construction and improvement of the structure and processes of the School, the University, and other organisations in society, based on the concept of sustainable development. As defined by the Uniandes Faculty Handbook, the University has two spheres of action: in-house and external.

In-house, all of the School's professors must be actively involved in their academic area as the first space for institutional development, as this is where collective academic projects are managed.

Professors are also expected to participate in various in-house and external development activities according to their level of academic ranking. Assistant professors have a greater involvement in in-house development activities and, as they advance in the faculty rankings, they will have a greater involvement in external activities.

2.3.1. In-house activities

These involve activities that are carried out at the University, and that are in line with the academic community's needs and the School's development plans:

- Involvement in the various of the School's collegiate bodies such as the School Council, Teaching Committee, Research Committee, Publications Committee, Programme Review and Assessment Committees, and the committees constituted in compliance with the Uniandes Faculty Handbook,. Involvement in collegiate bodies of

- other Schools or of the University.
- Directing academic programmes.
- Directing academic areas, committees, observatories, research centres, and groups.
- Leading institutional initiatives that consolidate processes, the dissemination of information, and the School's positioning.
- Leading and managing the creation of new programmes or reforms to existing ones.
- Directing and leadership in the development and consolidation of research agendas.
- Mentoring of assistant professors.
- Involvement in student selection processes for academic programmes.
- Involvement in the elaboration of documents for accreditation.
- Involvement in the School's or the University's innovation, updating, or transformation projects.
- Leading recruiting processes.
- Course and ad hoc committee coordination.

2.3.2. External activities

These include activities that favour the University's proximity and cooperation with the external sector (public or private), national or international:

- Involvement in the School's or external bodies' applied research or specialised consulting projects on behalf of the University.
- Participation and leadership in Executive Education projects.
- Encouragement in the creation of companies whose main objective is the application of research results to environmental problems and opportunities.
- Leading and managing academic or professional events and development of agreements and partnerships that benefit the School and the University academically.
- Leading internationalisation processes, both in teaching and in extension and research.
- Obtaining external funds for academic and research purposes or to support institutional programmes (scholarships for students or professors, research centres, laboratories, publications, among others).
- University and School representation in academic, institutional, trade union or national or international business environments.
- University and School representation in accreditation committees of universities and national and international research centres.
- Involvement in boards of directors and committees related to the organisational environment.
- Involvement in academic events that support a change in the country's public policy.
- Involvement in research internships or as guest professors at other universities.
- Publication of permanent press columns or blogs, or other forms of knowledge dissemination, through technological or printed platforms.

III. ACADEMIC RANKING

The academic ranking categories are assistant professor, associate professor, and full professor as defined in the Uniandes Faculty Bylaw. These categories represent and recognize the professors' progress in the development of their academic project, in the three dimensions of the professorial activity: teaching, research, and institutional development.

3.1. General considerations

Academic Evaluation Committees are in charge of promotions as defined in Chapter VII of the Uniandes Faculty Handbook. Assistant and associate professor ranks are granted by the School's Faculty Evaluation Committee (called COF for *Comité de Ordenamiento de la Facultad*), while the University Evaluation Committee grants the rank of full professor (called COU for *Comité de Ordenamiento de la Universidad*).

The requirements and criteria explained and presented in numbers IV.2, IV.3 and IV.4 of this Faculty Bylaws constitute the set of conditions necessary to apply for promotion⁵ but are not sufficient for the professor to actually be promoted. The COF and the COU, respectively, assess the professors' applications and determine compliance with the requirements and criteria. The requirements presented in this chapter complement what is stipulated in Chapter VII, letter A of the Uniandes Faculty Handbook (information required for the consideration of applications for promotion). In any case, the criteria for the granting of tenured professorial rank are defined by the University and the COU.

In the case of new professors, classification within the faculty ranking will be determined by the recommendation made by the ad hoc selection committee and the assessment of the COF. Requests for promotion to the next ranking category may be submitted from any subcategory. Below are the expected profiles for each category.

3.2. Assistant professor

Assistant professors are professors who are beginning their academic careers. They accredit their training and education by obtaining a doctoral degree and begin to understand and assimilate the University's values. Assistant professors develop their own pedagogical perspective and approach through progressive improvement and self-reflection, and, in articulation with the members of their academic area, support the training of students at different levels and of different profiles (undergraduate, graduate, and Executive Education).

Assistant professors pursue the formation and development of at least one line of research in which they hold a position of leadership and autonomy within the corresponding national and international scientific community. This is manifested through relevant publications and the explicit recognition of

⁵ The Uniandes Faculty Handbook establishes that the requirements defined in this Faculty Bylaws correspond to the minimum performance for each position (page 44)

peers in these communities.

They must be actively involved in the School's instances or projects with an open, respectful, and constructive attitude. They must assimilate the School's and the University's dynamics and culture, as expressed in the University's values, and be actively involved in spaces that support this assimilation.

As stipulated in the Uniandes Faculty Handbook, assistant professors must be promoted to the rank of associate professor within a maximum period of six (6) years from the date of their appointment as assistant professor, or cease to serve as a full-time professor at the University. Time on maternity leave or health incapacity will be deducted from the maximum term.

3.3. Associate professor

The associate professor category is awarded to those who achieve and demonstrate significant advances in the consolidation of an academic project, through research and teaching, and who show the capacity to contribute substantively to the School's development. Their own pedagogical approach and perspective must be aligned with the University's principles and values, and they must put these into practice with different student profiles and on different programmes. Associate professors' pedagogical strategy ensures successful teaching, impacting different types of audiences, according to the School's and University's teaching assessment instruments.

Throughout the development of their teaching practices, they must be able to implement innovations on some of their courses, which are relevant to the implementation of learning assurance in the School's programmes.

Through autonomous intellectual production in high impact scientific publication media, pertinent to the School's institutional project, associate professors must demonstrate that they can lead at least one line of research to advance a field of knowledge. This emerging leadership must be recognised by international peers. Associate professors must also demonstrate that they play an active role in peer dynamics in their disciplinary field, with an academic production corresponding to a minimum of 12 points, with at least 9 of these points awarded based on products that are affiliated to the School, during their time as assistant professor⁶.

Applying an attitude of institutional construction and collaborative work, associate professors must be able to lead the School's instances or strategic projects. Their research and teaching work begins to be projected and recognised in external interest groups, strengthening their potential to obtain funds, as well as to impact these interest groups and to help position the School.

3.4. Full professor

The full professor category is granted by the COU, based on criteria defined by the University. Consistent with these criteria, the School, through the COF, submits a concept to the COU evaluating the professor.

⁶ These points are assigned according to the Research Excellence Recognition Guidelines and will be reported by the Research Committee to the COF. The assessment of academic production prior to appointment as assistant professor will be conducted by the Research Committee.

It also supports and accompanies professors in their presentation and application to the COU. For this concept, the minimum performances described in this section are recommended.

For the School, in addition to the University's criteria, full professors embody the institutional values (freedom, autonomy, solidarity, and excellence) and have made teaching and research their life project at the University. Their teaching assessment is outstanding, and they have developed a teaching perspective that they execute and project in the School, with an evident vocation for students' learning at different stages of life, and beyond the classroom.

Their trajectory in research and publications contributes significantly to the development and advancement of a field of knowledge, recognised by the national and international academic community. A cumulative academic production in the School corresponding to 42 points (minimum 30 points as an associate) is recommended, according to the **Research Excellence Recognition Guidelines** document.

Within the School, their combined work in teaching and research contributes to building the School and its community. They are leaders in the School's institutional development with projection and impact for the University and its stakeholders.

3.5. Promotion processes

3.5.1. Promotion to associate professor

Information required for applications

Applications for associate status must include the following documents:

1. Application essay, in which professors reflect on their work in the three areas of responsibility (teaching⁷, academic production, and institutional development) and on the alignment of their personal project with the School project. In this essay, professors are also expected to attach meaning to the evidence presented regarding their progress, within the context of their own careers.
2. Letters from two external peers supporting the application. The letters are requested by the professor and sent to the Dean's Office.
3. Evidence provided by other School bodies (e.g., Teaching Committee, Research Committee).
4. Publications.

In addition to these documents, professors may submit any information they consider relevant to present their case, and may also consult the information suggested in the Uniandes Faculty Handbook (Chapter VII, section A.2, page 45).

Processes and timelines

The COF meets at least twice a year. The School announces the meeting dates to the professors three

⁷ Professors can use the Teaching Portfolio to structure their self-reflection on their teaching practices.

months in advance. Professor submit their application to the School's Secretary General one month before the meeting. Once the COF meets, professors will be informed of the decision within one month.

3.5.2. Promotion to full professor

Applications for promotion to full professor are made to the COU, through the Vice President for Academic Affairs' Office. However, professors must previously submit their request to the COF for consideration, in order to receive feedback and support⁸.

⁸ Check the Guide for applications to full professor, available here: <https://secretariageneral.uniandes.edu.co/images/documents/Guia-postulacion-a-profesor-titular-Vicerrectoria-Academica-Agosto-2020.pdf>

IV. TRIANNUAL EVALUATION

The evaluation process is intended to support professors in their career development as a professional life option. All professors must comply with minimum responsibilities in accordance with their category, although their trajectory may change throughout their career, depending on their interests and point in life. As its name suggests, this evaluation is carried out every three years⁹ and is mandatory for faculty. The Triannual Evaluation Committee (see section 4.3.1) determines faculty's permanence or progression between subcategories¹⁰. The result of the triannual evaluation is a formative space for the continual improvement of the professors' career development.

4.1. General considerations

The School has a Faculty Assessment System, which is informed by the following components:

- Information provided by the professor:
 - Reflection on the advances and challenges in the three dimensions of the academic career during the last three years and a work plan for the following three years. Each professor's three-year work plans must comply with the minimum requirements established in number IV.2 of this Faculty Bylaws.
 - Results of the teaching assessment according to the criteria defined by the Teaching Committee.
- Information provided by the General Secretariat:
 - Three-year assessment reports for the last two three-year periods, or the last three-year period for professors who have had only one three-year assessment, as well as COF or COU assessments, when they exist.
 - List of undergraduate and graduate courses taught, along with student assessments.
- Information provided by the Research Committee:
 - Report of academic products with the respective points recognised.
- Information provided by the academic area director:
 - Annual follow-up report on the professor's performance.
 - Assessment of institutional development.

To perform the three-year assessment, the criteria used are those of the professor's current subcategory. Passing the three-year assessment of a professor's current implies his/her progression to the next subcategory.

When professors do not exceed the required minimums established in their subcategory, they must

⁹ When a professor applies for promotion to the next category, the COF or COU concept is considered equivalent to the performance assessment.

¹⁰ In no case, will a professor be downgraded in subcategory as a result of his or her assessment.

design an improvement plan for the following three years, with annual follow-up and with the support of their academic area director and/or a mentor throughout the process. After two consecutive unsuccessful three-year assessments, the Dean's Office may initiate a termination process for academic reasons as stipulated in the Uniandes Faculty Handbook (Chapter 10, Section C).

4.2. Subcategories

The faculty shares a common purpose that is expressed in the School's mission and within it have the space to develop and grow personally and professionally. In each subcategory, the professor will develop his/her activities in the three areas of responsibility (teaching, academic production, and institutional development), based on the vision of sustainable development and focused on building a comprehensive profile.

The principle of progress in the subcategory structure is the cumulative and progressive fulfilment of the criteria described in the previous subcategories. The dimensions assessed and the criteria for each of them are specified for each area of responsibility:

- In the case of teaching, these dimensions include course planning, execution, learning assurance, and continual improvement.
- For academic production, they include intellectual production, involvement in the academic community, and raising funds that impact research.
- Finally, for institutional development, internal and external activities are included.

For each area of responsibility, the minimum performance indicators that the professor must meet in each subcategory are set out below.

4.2.1. Assistant professor

Assistant professor 1

Professors in the assistant 1 subcategory must conduct their academic work as follows:

- **Teaching**
 1. Course planning: professors build their pedagogical materials in a constructive and collaborative process with their academic area, relying on their mentor and academic area director.
 2. Execution:
 - a. Counselling and attending queries related to courses and programmes: professors engage counselling work with the undergraduate students assigned and with students on their courses.
 - b. Online and/or on-site work with learning communities: work in coordination with teams of colleagues. In this subcategory, professors teach courses in accordance with the School's needs and their area of expertise.

3. Assurance of learning: course assessments are aligned to the learning objectives established on the course.
4. Continual improvement:
 - a. Professor training: professors strengthen their teaching skills through the funds offered by the School and the University.
 - b. Reflection on teaching practice: professors reflect on the results of their course surveys, and rely on their mentor and their colleagues in the area to incorporate improvements.

For this area of responsibility, to be promoted to assistant 2, professors in the assistant 1 subcategory must meet the following performance indicators: (i) certify involvement in the Teaching and Learning Centre's Module on Pedagogy; and (ii) have a satisfactory-level teaching assessment, as established by the School's teaching assessment system¹¹.

- **Academic production**

1. Intellectual production: professors lay the foundations of the research plan to be developed at the School.
2. Active involvement in the academic community: professors are linked to international research networks and associations, and actively involved in academic events.
3. Raising funds that impact research: professors structure their research project to access internal funds.

For this area of responsibility, to be promoted to assistant 2, professors in the assistant 1 subcategory must meet the following performance indicators: (i) have a research plan approved by the area; and (ii) be an active researcher, according to the School's academic production criteria (minimum 4.5 points in 3 years).¹²

- **Institutional development**

1. In-house:
 - a. Involvement in the School's various collegiate and management bodies: faculty must be actively involved in their academic area's and research group's meetings.
 - b. Involvement in the School's and the University's innovation, updating or transformation projects designed to improve the quality and relevance of the educational service, research, and specialised consulting: faculty must assimilate the School's management dynamics and existing projects.
2. External:
 - a. Involvement in a two-way relationship with business dynamics, government, and society in general: faculty enrich their academic portfolios with projects that reflect an understanding of the business ecosystem and its problems.
 - b. The School's and the University's representation in national or international academic, institutional, trade union or business circles: faculty is involved in

¹¹ The annual monitoring of the professor's teaching performance, described in Section 4.4.1, is intended to accompany the professor in meeting this minimum satisfactory performance.

¹² The criteria are defined in the Research Excellence Recognition Guidelines and are in line with Uniandes Faculty Handbook VI.C.2 (paragraphs 2, 3 and 4).

academic and professional events.

For this area of responsibility, to be promoted to assistant 2, faculty in the assistant 1 subcategory must show evidence of active participation and commitment in the activities listed above.

Assistant professor 2

Faculty in the assistant 2 subcategory show evidence of evolution their academic profile. This assessment will only occur in cases where a professor has taken less than three years to be promoted from the assistant 1 subcategory to assistant 2 (as contemplated in the Uniandes Faculty Handbook in Chapter 6, Section A).

The approval of the three-year assessment for assistant professor 2 does not imply automatic promotion to the associate category. For this to happen applications must be submitted to the COF, which will apply the promotion criteria established in number III.3. In addition to meeting the performance level defined for assistant professor 1, formative feedback to assistant professor 2 will be based on the following performance criteria:

- **Teaching**
 1. Course planning: professors must be in a process of introducing modifications and improvements in their courses.
 2. Execution:
 - a. Counselling and attending queries related to courses and programmes: professors engage counselling work with the undergraduate students assigned and with students on their courses.
 - b. Online and/or on-site work with learning communities: professors begin to demonstrate teaching versatility, which is reflected in the fact that they begin to teach courses at undergraduate and master's level. They also build their own teaching practice on the courses and provide evidence of this.
 3. Assurance of learning: professors understand the importance of assurance of learning for the School and connect this to their courses
 4. Continual improvement:
 - a. Professor training: professors strengthen their teaching practice by learning new pedagogical practices and continuously updating the contents of their courses. They also participate in Assurance of Learning workshops (AoL).
 - b. Reflection on teaching practice: professors assimilate the University's principles and values in their teaching practice, and demonstrate the link between their teaching and the School's mission.

For this area of responsibility, faculty in the assistant 2 subcategory must meet the following performance indicators: (i) participate in at least one additional professor training course and begin to build their teaching portfolio; and (ii) have a satisfactory-level teaching assessment, as established by the School's teaching assessment system¹⁴.

- **Academic production**
 1. Intellectual production: professors must have produced their first publications as a result of their research plan.

2. Active involvement in the academic community: professors are linked to international research networks and associations and be actively involved in academic events.
3. Raising funds that impact research: professors co-finance their research with external funds.

For this area of responsibility, faculty in the assistant 2 subcategory must meet the following performance indicators: (i) be active researchers (minimum 4.5 points in 3 years); (ii) have several intellectual products in progress that demonstrate advances in at least one line of research; and (iii) have accumulated academic production that will allow them to apply to be promoted to the category of associate professor in the near future.

- **Institutional development**

1. In-house:
 - a. Involvement in the School's various collegiate and management bodies: professors actively participate in a School committee or act as a course coordinator.
 - b. Involvement in the School's and the University's innovation, updating or transformation projects designed to improve the quality and relevance of the educational service, research and specialised consulting: actively engages in a creation or redesign project for the School.
2. External:
 - a. Involvement in a two-way relationship with business dynamics, the government, and society in general: professors participate in projects involving the entrepreneurial ecosystem (for example, consulting, Executive Education, among others).
 - b. Representing the University and the School in academic, institutional, trade or business environments in the country or internationally: professors are actively involved in academic and professional events.

For this area of responsibility, faculty in the assistant 2 subcategory must successfully engage in the School's different instances, according to the assessment of the academic area director and the Associate Deans.

4.2.2. Associate professor

Associate professor 1

Formative feedback to those in the associate professor 1 subcategory will be based on the following performance criteria:

- **Teaching**
 1. Innovation on courses: this may involve the planning, design, execution, or assessment of the courses.
 2. Execution
 - a. Counselling and attending queries related to courses and programmes: professors support the career development of their research and teaching assistants.

- b. Online and/or on-site work with learning communities: professors' teaching responsibilities include active involvement in specialisation and master's degree programmes. They also develop teaching versatility in methods, delivery, and audiences.
- 3. Learning assurance: professors design and assess their courses effectively incorporating the programmes' AoL processes. They are also involved in AoL design.
- 4. Continual improvement:
 - a. Teacher training: professors autonomously identify their areas of improvement and develop training strategies accordingly. They also apply the principles of AoL consistently in their teaching.
- a. Reflection on teaching practices: professors have prepared this reflection, in the light of the School's mission.

For this area of responsibility, to be promoted to associate 2, faculty in the associate 1 subcategory must receive a satisfactory-level teaching evaluation, as established by the School's teaching assessment system.

- **Academic production**

- 1. Intellectual production: have their own line of research, demonstrating their ability to lead research projects.
- 2. Active participation in the academic community: professors play an active role in the dynamics of academic communities.
- 3. Raising funds that impact research: professors co-finance their research with external funds.

For this area of responsibility, to be promoted to associate 2, faculty in the associate 1 subcategory must be active in their research activities (minimum 4.5 points as associate 1).

- **Institutional development**

- 1. In-house: the professors' activities must contribute to the collective construction of the School. This can be done in a number of ways and professors are expected to contribute in at least one of the following:
 - a. Involvement in the School's various collegiate and management bodies: professors lead some of the School's collegiate bodies (for example, committees, areas, programmes)
 - b. Involvement in the School's and the University's innovation, updating or transformation projects designed to improve the quality and relevance of the educational service, research, and specialised consulting: professors contribute to the development of improvements at the School.
- 2. External:
 - a. Involvement in a two-way relationship with business dynamics, the government, and society in general: professors establish valuable relationships with the entrepreneurial ecosystem, creating social and reputational capital for the School.

- b. Representing the University and the School in academic, institutional, trade or business environments in the country or internationally: professors effectively represent the School, leading initiatives in academic and professional associations and events.

For this area of responsibility, to be promoted to associate 2, faculty in the associate 1 subcategory must take charge of the responsibilities assigned to them and define new projects consistent with the School's priorities.

Associate professor 2

In addition to meeting the performance level defined for associate professor 1, the formative feedback to associate professor 2 will be based on the following performance criteria:

- **Teaching**

1. Course planning: professors design their own courses, in connection with their own research and professional experience.
2. Execution:
 - a. Advice and queries related to courses and programmes: professors support the career development of their research and teaching assistants.
 - b. Online and/or on-site work with learning communities: professors comply with their teaching responsibilities at different levels, including executive programmes using participant-centred methodologies.
3. Learning assurance: professors actively contribute to the design and continual improvement of the AoL system in the academic programmes.
4. Continual improvement:
 - a. Teacher training: professors exchange teaching experiences with other colleagues at the School, and consistently apply the principles of AoL in their teaching.
 - b. Reflection on teaching practices: professors improve their own teaching practice by sharing their with others and actively seeking feedback.

For this area of responsibility, to be promoted to associate 3, professors in the associate 2 subcategory must receive a satisfactory-level teaching assessment, as established by the School's teaching assessment system.

- **Academic production**

1. Intellectual production: professors expand the volume and impact of their research and position themselves in the academic community.
2. Active participation in the academic community: professors hold leadership positions in the dynamics of the academic communities to which they belong.
3. Raising funds that impact research: professors co-finance their research with external funds.

For this area of responsibility, in order to be promoted to associate 3, faculty in the associate 2 subcategory must remain active as researchers, according to the School's academic production criteria (minimum 4.5 points as associate 2), with a clear contribution to the School's mission.

- **Institutional development**

1. In-house:

- a. Involvement in the School's various collegiate and management bodies: professors lead some of the School's collegiate bodies (for example, committees, academic areas, programmes)
- b. Involvement in the School's and the University's innovation, updating or transformation projects designed to improve the quality and relevance of the educational service, research, and specialised consulting: professors lead projects to transform the School.

2. External:

- a. Involvement in a two-way relationship with business dynamics, the government, and society in general: professors establish valuable relationships with the entrepreneurial ecosystem, creating social and reputational capital for the School.
- b. Representing the University and the School in academic, institutional, trade or business environments in the country or internationally: professors effectively represent the School, leading initiatives, in academic and professional associations and events.

For this area of responsibility, to be promoted to associate 3, faculty in the associate 2 subcategory must take charge of the responsibilities assigned to them and define new projects consistent with the School's priorities.

Associate professor 3

In addition to meeting the performance level defined for associate professor 2, formative feedback to associate professor 3 is given on the basis of the criteria listed below. Passing the three-year assessment for associate professor 3 does not imply automatic promotion to full professor status, but does imply permanence in the subcategory. For promotion to full professor, professors must apply to the COU, which will apply the promotion criteria set out in the Uniandes Faculty Handbook. If an associate professor's three-year assessment coincides with his or her application to the COU, only the COU assessment is conducted.

- **Teaching**

1. Course planning: professors contribute to the design of academic and Executive Education programmes and courses.
2. Execution:
 - a. Counselling and attending queries related to courses and programmes: professors advise graduates in their decision making.
 - b. Online and/or on-site work with learning communities: professors engage in teaching responsibilities at different levels, including doctoral programmes. They support the learning process through the students' knowledge.
3. Learning assurance: professors actively contribute to the design and continual improvement of the AoL system in the academic programmes.
4. Continual improvement:

- a. Teacher training: professors serve as a catalyst for collective responsibility for teaching quality in their academic area, and are positive and active players in building a coordinated value proposition across sections and courses. They also apply the principles of AoL consistently in their teaching.
- b. Reflection on teaching practices: professors lead the academic area's reflection on teaching practices.

For this area of responsibility, to remain in the associate 3 subcategory, professors must receive have a satisfactory-level teaching assessment, as established by the School's teaching assessment system.

- **Academic production**

1. Intellectual production: professors expand the volume and impact of their research and position themselves in the academic community.
2. Active participation in the academic community: professors use their research to leverage the development of young researchers.
3. Raising funds that impact research: professors have acted as lead researcher on externally funded projects.

For this area of responsibility, to remain in the associate 3 subcategory, faculty must remain active as researchers (minimum 4.5 points in the last three years), according to the School's academic production criteria, with a clear contribution to the School's mission.

- **Institutional development**

1. In-house:
 - a. Involvement in the School's various collegiate and management bodies: professors lead some of the School's collegiate bodies (for example, committees, academic areas, programmes).
 - b. Involvement in the School's and the University's innovation, updating or transformation projects designed to improve the quality and relevance of the educational service, research, and specialised consulting: professors lead projects to transform the School.
2. External:
 - a. Involvement in a two-way relationship with business dynamics, the government, and society in general: professors lead projects that involve the entrepreneurial ecosystem and, through these, promote the School's development, building its social and reputational capital.
 - b. Representing the University and the School in academic, institutional, trade or business environments in the country or internationally: professors effectively represent the School, leading initiatives in academic and professional associations and events.

For this area of responsibility, to remain in the associate 3 subcategory, faculty must take charge of the responsibilities assigned to them and define new projects consistent with the School's priorities.

4.2.3. Full professor

Full professor 1

Formative feedback to full professor 1 is based on the following performance criteria:

- **Teaching**
 1. Course planning: professors introduce major course changes and significant thematic redirection, both in degree programmes and in Executive Education.
 2. Execution:
 - a. Counselling and attending queries related to courses and programmes: professors advise graduates in their decision making.
 - b. Online and/or on-site work with learning communities: professors evolve in terms of their teaching responsibilities at different levels, including programmes for senior management. The impact of their teaching transcends the University, through invitations (as visiting professors, for example). They master the subject matter and teaching-learning processes, and they supervise doctoral students.

3. Learning assurance: professors lead the design and continual improvement of the AoL system in the academic programmes.
 4. Continual improvement:
 - a. Teacher training: professors serve as mentors and trainers of other professors in their academic area and/or in the School.
- a. Reflection on teaching practices: professors develop their own vision of teaching, which contributes to the evolution of teaching practices in the School and the University.

For this area of responsibility, to be promoted to full professor 2, faculty in the full professor 1 subcategory must receive an outstanding teaching assessment, according to the School's teaching assessment system.

- **Academic production**

1. Intellectual production: professors publish in different formats and for different audiences.
2. Active participation in the academic community: professors hold editorial positions in the scientific community.
3. Raising funds that impact research: professors raise external funds for academic or research purposes or to support institutional programmes (for example, scholarships for students or professors, research centres, laboratories, publications, among others).

For this area of responsibility, to be promoted to full professor 2, faculty in the full professor 1 subcategory must be active in their research (minimum 4.5 points as full professor 1), which must clearly contribute to the School's mission.

- **Institutional development**

1. In-house:
 - a. Involvement in the School's various collegiate and management bodies and/or those of the University: professors actively participate in the University's collegiate bodies and lead high-impact initiatives for the University.
 - b. Involvement in the School's and the University's innovation, updating or transformation projects designed to improve the quality and relevance of the educational service, research, and specialised consulting: professors contribute to the development of University projects. They also mentor other teachers at the School, work with other colleagues, and are active in building collaborative networks.
2. External:
 - a. Involvement in a two-way relationship with business dynamics, the government, and society in general: professors project approaches that transform entrepreneurial thinking and the ecosystems.
 - b. Representing the University and the School in academic, institutional, trade or business environments in the country or internationally: professors contribute, on behalf of the University, to transforming academic and/or professional communities by building bridges between society, organisations, and academia.

For this area of responsibility, to be promoted to full professor 2, faculty in the full professor 1 subcategory must actively contribute to the School's and University's transformation, by interacting with their environment and/or improving internal processes and projects.

Full professor 2

In addition to meeting the performance level defined for full professor 1, formative feedback to full professor 2 is given on the basis of the following performance criteria:

- **Teaching**
 1. Course planning: professors lead the design of academic programmes.
 2. Execution:
 - a. Counselling and attending queries related to courses and programmes: professors' counselling goes beyond the classroom and programmes and extends to life outside the University.
 - b. Online and/or on-site work with learning communities: professors evolve in terms of their teaching responsibilities at different levels, including programmes for senior management. The impact of their teaching transcends the University, through invitations (as visiting professors, for example). They master the subject matter and teaching-learning processes, and they supervise doctoral students.
 3. Learning assurance: professors support the conceptualisation of competences and their introduction into the programmes' AoL systems.
 4. Continual improvement:
 - a. Teacher training: professors serve as a catalyst for collective responsibility for the quality of teaching in the School. They also build bridges between colleagues and support their growth as a community.
 - b. Reflection on teaching practices: professors lead the School and University's reflection on teaching practices, and their own teaching includes the results of such reflection.

For this area of responsibility, to be promoted to full professor 3, faculty in the full professor 2 subcategory must receive an outstanding teaching assessment, according to the School's teaching assessment system.

- **Academic production**
 1. Intellectual production: professors publish in different formats and for different audiences.
 2. Active participation in the academic community: professors are prominent in international academic communities.
 3. Raising funds that impact research: professors raise external funds for academic or research purposes or to support institutional programmes (for example, scholarships for students or professors, research centres, laboratories, publications, among others).

For this area of responsibility, to be promoted to full professor 3, faculty in the full professor 2 subcategory must remain active as researchers, according to the School's academic production criteria (minimum 4.5 points as full professor 2), with a clear contribution to the School's mission.

- **Institutional development**
 1. In-house:
 - a. Involvement in the School's various collegiate and management bodies: professors

actively participate in the University's collegiate bodies.

- b. Involvement in the School's and the University's innovation, updating or transformation projects designed to improve the quality and relevance of the educational service, research, and specialised consulting: professors contribute to the development of University projects. They also mentor other teachers at the School, work with other colleagues, and are active in building collaborative networks.

2. External:

- a. Involvement in a two-way relationship with business dynamics, the government, and society in general: promote approaches that help to transform thinking and the entrepreneurial ecosystem, and through this promote the University's development. The professor advises decision-making in academia, industry, and government, both nationally and internationally.
- b. Representing the University and the School in academic, institutional, trade or business environments in the country or internationally: professors contribute, on behalf of the University, to transforming academic and/or professional communities by building bridges between society, organisations, and academia.

For this area of responsibility, to be promoted to full professor 3, faculty in the full professor 2 subcategory must actively contribute to the School's and the University's transformation, by interacting with their environment and improving internal processes and projects.

Full professor 3

In addition to meeting the performance level defined for full professor 2, formative feedback to full professor 3 is given on the basis of the following performance criteria:

- **Teaching**

1. Course planning: the professor leads the definition and design of the School's portfolio of programmes.
2. Execution:
 - a. Counselling and attending queries related to courses and programmes: professors' counselling goes beyond the classroom and programmes and extends to life outside the University.
 - b. Online and/or on-site work with learning communities: professors base their teaching on their academic trajectory.
3. Learning assurance: professors support the conceptualisation of competences and their introduction into the programmes' AoL systems.
4. Continual improvement:
 - a. Teacher training: professors serve as role models. They mentor and train other professors in the School, and they are recognised for their service to their colleagues and for supporting their growth as professors.
 - b. Reflection on teaching practices: professors lead the School and University's reflection on teaching practices, and their own teaching includes the results of such reflection.

For this area of responsibility, faculty in the full professor 3 subcategory must receive an outstanding teaching assessment, according to the School's teaching assessment system.

- **Academic production**

1. Intellectual production: professors comprehensively contribute to the development of a disciplinary field.
2. Active participation in the academic community: professors are prominent among international academic communities.
3. Raising funds that impact research: the amount and type of funds raised by professors support the University's institutional development project.

For this area of responsibility, faculty in the full professor 3 subcategory must remain active as researchers according to the School's academic production criteria (minimum 4.5 points in the last three years), with a clear contribution to the School's mission.

- **Institutional development**

1. In-house:
 - a. Involvement in the School's various collegiate and management bodies: professors actively participate in the University's collegiate bodies.
 - b. Involvement in the School's and the University's innovation, updating or transformation projects designed to improve the quality and relevance of the educational service, research, and specialised consulting: professors contribute to the development of University projects. They also mentor other professors at the School, work with other colleagues, and are active in building collaborative networks.
2. External:
 - a. Involvement in a two-way relationship with business dynamics, the government, and society in general: professors develop approaches that transform thinking and the entrepreneurial ecosystem and, through these, promote the University's development. They also advise decision-making in academia, industry, and the government, both nationally and internationally.

Representing the University and the School in academic, institutional, trade or business environments in the country or internationally: professors represent the University and support the transformation of academic and/or professional communities by building bridges between society, organisations, and academia.

For this area of responsibility, faculty in the full professor 3 subcategory must actively contribute to the School's and the University's transformational dynamics, by interacting with its environment and improving internal processes and projects.

4.3. Evaluation process

4.3.1. Triannual Evaluation Committee

This committee consists of (5) five members: (2) two full or associate professors selected by direct vote among the School's faculty (highest vote), the Associate Dean for Academic Affairs, the Dean

and the director of the academic area corresponding to the professor being assessed. The General Secretariat is part of the committee to support administrative processes and has voice but no vote. The members elected by direct vote among the faculty will have a three-year term of office.

4.3.2. Processes and timelines

The Triannual Evaluation Committee annually assesses professors who complete the three-year evaluation period. The School informs the faculty to be assessed in advance of the date of submission of the documents and of the committee's meeting. Following the meeting, professors will be informed of the result within a maximum period of one month through an official notification and a meeting with the Dean's Office, the Associate Dean for Academic Affairs, and the academic area director. Professors have the right to submit a reply to their assessment within ten working days. The Triannual Evaluation Committee will meet to discuss the faculty's comments and will respond to each one within a period of one month.

4.4. Performance monitoring

Besides the three-year evaluation, the School of Management will also monitor the faculty's annual evolution as follows:

4.4.1. Annual teaching monitoring

With regard to teaching, professors who do not meet a satisfactory level in the annual monitoring according to the School's Teaching Assessment System¹³, will begin a process of reflection and analysis based on the following protocol: 1) The academic area director asks professors for an extended self-examination of the different aspects of their teaching practice, to be submitted within a period of one month. 2) Once the self-reflection document has been submitted, the academic area director and the Associate Dean for Academic Affairs will hold a meeting with the professor within a period of ten working days. This may lead to two outcomes: one, an improvement plan is not necessary, and the self-reflection is satisfactory; two, an improvement plan is necessary and will be implemented in the following academic period (semester or inter-semester period).

If there are three consecutive periods of unsatisfactory assessment and the professor fails to comply with the improvement plan, the Dean's Office may initiate a process of dismissal for academic reasons.

4.4.2. Formal feedback to assistant professors

Assistant professors will be invited to an annual feedback meeting on their work plan with the Academic Area Director, the Associate Dean for Academic Affairs, and their mentor. This process is intended to review the evolution of professors' teaching, research, and contribution to institutional development activities, as set out in their work plan. The feedback process is intended to define and develop goals that allow for career advancement, and to explicitly report and review these.

¹³ Document available on the School's Intranet.

4.4.3. Follow-up for tenured and associate professors

Full and associate professors must present the progress of their work plan to the members of their academic area on an annual basis.

V. SPECIAL CATEGORIES

All professors within these categories are part of an academic area. Therefore, recruitment processes, monitoring, and performance assessment will be the responsibility of the academic area and their responsibilities will be aligned with the academic area's development goals.

5.1. Part-time Faculty

The School values having high quality part-time lecturers who are experts in the different fields of management, who are trained in participant-centred teaching methodologies, and who demonstrate that they are continually rethinking their teaching practice. Part-time Faculty play an important role in the relationship between the academic areas and the Executive Education programmes and actively participate in curriculum design and learning assurance processes.

The School supports part-time faculty in their improvement and innovation in teaching through a policy that includes: i) support through the Centre for Participant-Centred Learning (CAP) to the part-time faculty lecturer's initiatives for the development of learning cases; ii) training through coaching courses and active participation in teacher development projects with the School of Education, among others.

- **Recruitment**

In order to be recruited, part-time faculty must meet the following requirements:

- Hold a master's degree or higher.
- Accept that the course for which they have been recruited as part-time faculty is the exclusive property of the School in terms of curricular design, activities and training process, and commit themselves not to use such curricular components to teach the same course in any other educational institution in the country.

Exceptions to the two requirements will be reviewed by the academic area director, the programme director, and the deputy academic dean.

The part-time faculty must send their CV to the academic area director, who is the person in charge of managing the recruitment process. The programme of the courses to be offered by the part-time faculty will be discussed with the academic area and approved by it. The recruitment process for part-time faculty is described in the **Manual for Faculty's Recruitment and Induction** document.

- **Duties**

- To develop and design their courses in accordance with the University's values of

excellence, solidarity, freedom and autonomy and with the institutional definitions of the School's programmes.

- To implement continual improvement processes for their courses, according to the principles of learning assurance.

- **Evaluation**

Part-time faculty will be assessed every six months by the academic area director and the Programme Director of the programme in which the part-time faculty participates are involved in the assessment and using the School's Teaching Assessment System. The assessment process is intended to guide part-time faculty in their teaching practice.

Faculty who does not meet the satisfactory level when monitored will engage in a process of reflection and analysis based on the following protocol: 1) The academic area director and the programme director ask the part-time faculty for an extended self-examination of the different elements of his or her teaching practice, to be submitted within one month. 2) The area management and the academic programme management will set up a meeting with the professor within ten working days of the submission of the document. This can lead to two outcomes: one, an improvement plan is not necessary and the self-reflection is satisfactory; two, an improvement plan is necessary and will be implemented in the following academic period (semester or inter-semester period). In the event of two consecutive periods of unsatisfactory assessment along with the professor's failure to comply with the improvement plan, he/she will not be re-hired.

5.2. Distinguished practitioner

The School's distinguished practitioners may be academics with a widely recognised national and international intellectual track record, or professionals with a significant track record in public or business life and with outstanding links to organisations, the public sector or the School's other stakeholders. The minimum commitment is part-time and may extend to full-time.

- **Recruitment**

For recruitment in this category, the Dean's Office must receive a statement from the academic area explaining the candidate's interest and the additional value that he/she would bring to the area's development.

Candidates must submit a curriculum vitae and a document explaining their interest in joining the School. They also have to present a three (3) year work plan, with annual objectives. An ad hoc committee will be formed, consisting of the Dean's Office, the Associate Dean for Academic Affairs, the Director of the academic area and (1) associate professor or head of the academic area (selected by the Dean's Office). The members of the committee will hold the interviews and then meet to submit a recommendation to the Dean's Office, who will then decide whether or not to hire the candidate.

- **Duties**

- Implement the annual work plan as agreed with the Dean's Office.
- Take part in the activities of the corresponding academic area and contribute to its development.
- Engage in those activities where their experience and expertise are most needed for the

School's strategic goals: teaching, research, institutional strengthening (in-house and external).

- **Contract renewal assessment and criteria**

An annual performance assessment is implemented to evaluate the distinguished practitioner's fulfilment of the goals set and to review his or her plan for the following year. The assessment must involve the Academic Area Management, (1) an associate professor or head of the area (selected by the Dean's Office), the Dean's Office, and (2) the two Vice-Dean's Offices.

5.3. Professor Emeritus

See the Uniandes Faculty Handbook (Section D of Chapter 8 - Special categories, page 63).

5.4. Honorary Professor

See the Uniandes Faculty Handbook (Section E of Chapter 8 - Special categories, page 63).

5.5. Visiting professor

The School encourages professor exchanges with other higher education institutions or research centres as part of its promotion of academic development, research stimulus, and its relationship with the national and international relationships. Visiting professors are professors who pursue their academic career outside the University, but who contribute to the development of the School project through collaborative work with regular professors or through specific programmes that are of interest to the School.

- **Recruitment**

Visiting professors are required to submit their curriculum vitae and a defined work plan for the period of the visit. The work plan's goals should be similar to what is expected of a full professor at an equivalent level.

The recruitment of visiting professors begins with a declaration from a professor at the School who is interested in bringing the visitor, or a call from the School itself. Once they have presented their work plan to the academic area, the latter will make a recommendation to the Dean's Office, who will then decide whether or not to hire them.

Visiting professors may stay for a maximum of three years. If a visiting professor is linked to the School through an externally funded professorial chair, the conditions of his/her tenure shall be determined in the regulations of the professorial chair itself.

- **Duties**

Visiting professors may have duties in all three areas of professorial work: teaching, academic production, and institutional development.

- **Assessment**

All visiting professor positions will be assessed at the end of the visit and, for assignments of longer than one year, there will be an annual follow-up on compliance with the goals set. The assessment will include the following components:

- Compliance with the goals defined in the work plan. In all cases, the criteria must be comparable to those used to assess regular professors in equivalent categories.
- Professor's own evaluation of the work undertaken during their stay at the School.

5.6. Postdoctoral researcher

Postdoctoral researchers begin their academic career and strive to consolidate their research agenda within the School for a period of up to two years and with exclusive dedication to this work.

- **Recruitment**

To begin the recruitment process for a postdoctoral researcher, the academic area with which the candidate will work must submit the application to the Research Committee. The application must include candidates' curriculum vitae (stating that they have completed their doctorate and including their intellectual production), two letters of academic recommendation, and a work plan for the period they wish to join the School in this position. A professor within the academic area will supervise the postdoctoral position.

The recruitment process for postdoctoral researchers is described in the School's **Recruitment guidelines for postdoctoral researchers**.

- **Duties**

Given the nature of this position, postdoctoral researchers will be engaged full-time in academic production-related work, including supporting the drafting of proposals for external research funding, contributing to the implementation of professors' research projects, and publishing products resulting from their work at the School. In cases where the position is funded by resources external to the University, the researcher shall also comply with the conditions established by the funder. In cases where the position is funded from internal funds, a commitment to teaching responsibility will be agreed with the researcher.

- **Assessment**

Postdoctoral researchers will submit an annual report on their progress in meeting the goals set out in their work plan. This report must be endorsed by the professor supervising the postdoctoral position and submitted to the academic area with which the researcher works. Once the academic area approves the report, it will be submitted to the Research Committee, which will report its approval in writing to the relevant University bodies for final approval (in accordance with the University's **Postdoctoral Researcher Regulations**).

5.7. Adjunct professor

Adjunct professors have a permanent and long-term relationship with the School, but pursue their academic careers outside of it.

- **Recruitment**

Academic areas may propose the recruitment of an adjunct professor, who must submit an annual work plan of relevance to the School, specifying his/her duties, schedule of visits, and deliverables at the end of the year. Adjunct professors are recruited when the academic area expresses an interest in doing so and submits a curriculum vitae. Once their work plan has been presented to the academic area, the latter will recommend them to the Dean's Office, which in turn will recommend them to the Rector's Office for the hiring decision.

- **Duties**

The adjunct professor will collaborate in any of the three areas of professorial work: teaching, academic production, and institutional development. The scope of this collaboration will be agreed upon with the Dean's Office and the academic area director.

- **Assessment**

Adjunct professors will be subject to an annual assessment to ensure that they meet the goals set out in their work plan. This assessment will be carried out by the academic area and sent to the Associate Dean for Academic Affairs.

5.8. Retired professors

Retired professors have been full-time professors of the School, who, once they retire, maintain their status as professors.

- **Duties**

- Implement the annual work plan as agreed with the Dean's Office, which should be geared towards the consolidation of their legacy.
- Take part in the activities of the corresponding academic area and contribute to its development.
- Engage in teaching, research, and institutional development activities, according to their work plan.

- **Assessment and criteria for contract renewal**

Performance assessments are implemented on an annual basis to ensure that the goals set have been met and to review the professors' work plan for the following year. The assessment must involve the

academic area director, the Dean's Office, and the Associate Dean for Academic Affairs.

NOTE:

In accordance with the implicit and explicit principles of this Faculty Bylaws and the Uniandes Faculty Handbook, everything that is not explicit in this Faculty Bylaws shall be regulated by the School Council.