

**University of Houston-Clear Lake (UHCL)**  
**College of Business Promotion and Tenure Criteria**

Tenure is defined as the right to continuous employment. Tenure is awarded on the basis of teaching, research, and service excellence, consistent with the mission of the university. Faculty members will be expected to meet the defined criteria within the three traditional areas of professorial responsibility: Teaching and Educational Activities; Research, Scholarly, or Artistic Activities; and Service Activities.

The following lists are not exhaustive, and other forms of information and evidence may be produced in support of the quality and significance of the candidate's work. The quality and quantity of contributions in all three areas may be considered individually during the candidate's career but will be assessed cumulatively at the time of promotion or promotion with tenure. Acknowledging that there are variations among faculty in strengths and/or responsibilities, faculty members may not exhibit equal levels of accomplishment in all areas but must meet the threshold in all three areas to achieve promotion or promotion with tenure.

**Teaching and Educational Activities**

UHCL faculty take pride and thus emphasize high standards for teaching and learning in undergraduate, graduate, doctoral, and professional degrees. Therefore, a faculty member must demonstrate, through multiple measures, proficiency in teaching and related activities. While course evaluations are an important instrument for soliciting student feedback, course evaluations alone are not a sufficient indicator of high standards and should be utilized in combination with course grade distributions. Course evaluations are also tools that should be used by faculty for self-assessment and self-development. For junior faculty a pattern of efforts to improve course evaluations during the probationary period should be viewed as a positive indicator of teaching excellence.

Teaching that can be assessed may include, but is not limited to, classroom instruction and seminars, supervision of independent study and graduate research, student advising, student internship and direction of graduate theses and dissertations. All university faculty are expected to incorporate new knowledge into their courses on a continuing basis. Educational activities include, but are not limited to, the development of new curricula, new courses, new course formats, new degree programs and new training programs; the writing of textbooks and educational publications; presentations about teaching at professional meetings; and technology transfer or dissemination.

**CRITERIA**

In the area of teaching, the following criteria apply to evaluation of contributions by a candidate:

1. Effective delivery of instruction to and the stimulation of learning by students, and/or clients in the community
2. Continuous improvement of courses or instructional programs

**Promotion to Associate Professor:**

Candidates must submit evidence of **all** items in the list below:

1. Utilizing assurance of learning data to assess course performance and making changes where appropriate to improve student learning
2. Course evaluation summaries with grade distributions
3. One peer evaluation of teaching with procedures and criteria established by the College of Business conducted within two years of application for promotion.
4. Compliance with university and college guidelines on course policies, syllabus construction, accessibility, and availability to students.

In addition, candidates for Associate Professor must submit evidence of **4** additional unique items from the supplementary list of teaching evidence (next page).

**Promotion to Professor:**

Candidates must submit evidence of **all** items in the list below:

1. Utilizing assurance of learning data to assess course performance and making changes where appropriate to improve student learning
2. Course evaluation summaries with grade distributions
3. One peer evaluation of teaching with procedures and criteria established by the College of Business conducted within two years of application for promotion.
4. Compliance with university and college guidelines on course policies, syllabus construction, accessibility, and availability to students.

In addition, candidates for (Full) Professor must submit evidence of **8** additional unique items from the supplementary list of teaching evidence (next page). This is beyond what was required for promotion to Associate.

## **Supplemental Evidence of Teaching Quality**

1. Teaching Innovations
  - a. Incorporating new knowledge into courses and programs, including faculty research.
  - b. Effective use of new classroom technologies or techniques for instruction.
  - c. Examples of experiential student learning (e.g. simulations, case studies, company projects, business and marketing plans, interaction with the business community).
2. Teaching Impact
  - a. Receiving special recognition for teaching or pedagogy.
  - b. Receiving laudatory communications from students
  - c. Participating in interdisciplinary educational activities
  - d. Engagement with international education programs
  - e. Participating in business-related community instruction
  - f. Extra teaching or making a larger than normal contribution to program/college teaching (e.g. teaching in the core curriculum, large student classes or special topics).
3. Teaching Development/Improvement
  - a. Using assessment data to make course improvements where appropriate
  - b. Requesting and receiving feedback from classroom observations
  - c. Participating/Attending Faculty Development Activities (within UHCL or external to UHCL related to student interaction, pedagogy, and instructional techniques)
  - d. External or internal grants submitted and funded for instruction
  - e. Attend and/or provide service to a teaching-related conference or symposium
  - f. Incorporating guest lecturers from the business community.
  - g. Development of new academic programs.
  - h. Development of new courses.
  - i. Delivery of interdisciplinary courses.
  - j. Significant changes to course requirements
4. Teaching Publications/Dissemination
  - a. Participating in teaching conference activities as a reviewer.
  - b. Participating in teaching conference as a presenter or panel discussant.
  - c. Publishing a pedagogy-related article in an acceptable peer-reviewed journal.
  - d. Organizing a panel discussion at a teaching conference or seminar
  - e. Serve as textbook reviewer
  - f. Publishing teaching support materials (test bank, instructor's manual, etc.)
  - g. Speak or provide workshops related to instruction to high schools, other colleges or universities, or other evidence of reputation for good teaching outside of UHCL
5. Student-Related Activities
  - a. Participating and directing student research, including theses, dissertations, peer-reviewed creative work such as publications and presentations, and student research for display or presentation at research symposiums
  - b. Providing tutorials, workshops, course-related assistance, or constructive feedback outside of class
  - c. Judging competitions at UHCL, junior high, high school, or other college/university
  - d. Mentoring students, innovations, or engagements in efforts to improve student learning. Examples can include, but are not limited to supervising independent studies, student projects, supervision of clinical/professional practicums, internships and assistantships.
  - e. Involvement of students in faculty research (e.g. SONA, peer review, co-authorship)

## Research, Scholarly, or Artistic Activities

Scholarship takes many forms, including independently conducted research and/or creative works and collaboratively generated contributions to the knowledge base, community improvement or the arts. The purpose of research and creative scholarship is the substantive advancement of a field of inquiry or practice, whether by generation of new knowledge or production of new creative works and technologies. The record of activities leading to tenure and promotion must provide evidence in one or more of these forms. The peer review process is the best means of judging quality and impact of the candidate's research and creative scholarship.

### Promotion to Associate Professor:

In order to demonstrate on-going research indicative of the candidate's successful transition from the postgraduate level of scholarship to that of the level expected of tenured faculty, candidates for promotion to Associate Professor are expected to have had published or accepted for publication at least 3 items totaling at least 15 points from Category A. Furthermore, there should be at least 3 items from Category B (items may be counted more than once).

**Department of Accounting.** Candidates for promotion to Associate Professor of Accounting are expected to have had published or accepted for publication at least 4 items totaling at least 18 points from Category A. Out of the 4 publications, 2 must be ranked at least 'high' or 1 must be ranked 'highest'. Furthermore, there should be at least 3 items from Category B (items may be counted more than once).

### Promotion to Professor

A candidate for promotion to (Full) Professor should produce quality scholarship indicating a firm grasp of the discipline. This entails successful completion of original research projects demonstrating that the candidate has moved into a mature phase of professional inquiry. It is expected that a successful candidate for promotion to (Full) Professor will have achieved at least 30 points of scholarly activity from Category A. Furthermore, there should be at least 3 items from Category B (items may be counted more than once). This is beyond what was required for promotion to Associate. There must be evidence of continuing research activity over the lesser of the evaluation period or the five-year period immediately prior to application for (Full) Professor. For faculty hired at the rank of Associate Professor, the expected research productivity for promotion will be described in their offer letter.

In the College of Business, acceptable peer-reviewed journals are defined by the College's Acceptable Peer-Reviewed Journals policy, while journal quality is evaluated with the college's Rating of Peer-Reviewed Journals policy into categories of acceptable, good, high, and highest quality. A comprehensive list of relative weights for peer-reviewed journal articles and other scholarly activities is provided by the College of Business Policy on Faculty Qualifications and Engagement as follows:

#### Category A: Peer-reviewed Journal Articles

Activity	Points
<b>Highest</b> quality peer-reviewed journal article	8
<b>High</b> quality peer-reviewed journal article	6
<b>Good</b> quality peer-reviewed journal article	4
<b>Acceptable</b> quality peer-reviewed journal article	3

For highest quality journals, 2 additional points are awarded for sole authorship. 1 point for all other quality ratings.

Peer-reviewed journal articles published prior to 2019 that do not conform to the 2019 Acceptable Peer Reviewed Journal policy will be graded as Acceptable.

### Category B: Other Scholarly Activity and Service

Activity
Additional article from category A
New scholarly or teaching related textbook publications
Revision of scholarly or teaching related textbook publication
Chapter(s) in a scholarly or teaching related textbook (and subsequent revisions)
Review of a journal article / referee report for an acceptable peer-reviewed journal
Book review in an acceptable peer-reviewed journal
Presentation of a paper at an academic conference
Discussant for an academic or professional conference
Principal investigator in a research grant from an external agency
Non-principal investigator in a research grant from an external agency
Investigator in a research grant internal to UHCL (e.g. FRSF)
Awards or recognitions for research
Panel member or symposium member at a professional conference
Obtaining a new professional certification/designation
Continuing education to maintaining a professional certification/designation
Article on business practice or other area relevant to the faculty member's discipline in newspapers with national or regional distribution or magazines/journals with a broad readership (or the online equivalent); includes an article that does not fall into Category A
Attending research professional development workshop
Significant media mention based on faculty expertise area

Note: Items may be counted more than once.

## **Service Activities**

Service is the application and dissemination of knowledge or skills for the solution of problems and the improvement of the university, the profession, or the community. The faculty member must demonstrate a willingness to engage in recognized contributions to the profession and the community on behalf of the professional discipline. UHCL expects and encourages participation and community engagement both on and off campus by all faculty members. Service may include: 1) service to professional organizations and journals; 2) service to the university (program, department, college) and 3) service to the community.

UHCL generally follows a tradition of placing the heaviest burden of service on the more senior members of the faculty in order to allow the junior faculty the time to establish excellence in their teaching and research, scholarly, or artistic activities. In smaller programs/departments, however, it is sometimes difficult to shield the junior faculty from service assignments to the same extent that larger programs/departments can. Regardless of program/department size, however, some record of commitment to service, particularly at the departmental or program level, is expected from faculty members seeking reappointment or tenure. Thus, all faculty are expected to regularly attend appropriate program, college, and university meetings.

### **CRITERIA**

In the area of service, the following are applicable to the evaluation of contributions by a candidate for promotion and tenure:

1. Contributions to welfare of the program, department, college, university or profession,
2. Contributions to the Clear Lake community or greater Houston/Galveston area,
3. Contributions to any “community” that makes use of the faculty member’s academic or professional experience.

### **Promotion to Associate Professor:**

Candidates for promotion to Associate Professor with tenure are expected to participate in all Category A items. Furthermore, there should be at least **3** distinct items from Category B and/or Category C

### **Promotion to Professor**

Candidates for promotion to (Full) Professor are expected to participate in all Category A items. Furthermore, there should be at least **6** items from Categories B and C, with at least **3** distinct items from Category B AND **2** items from Category B or Category C that exhibit leadership. This is all beyond what was required for promotion to Associate Professor. For faculty hired at the rank of Associate Professor, the expected service productivity for promotion will be described in their offer letter.

### CATEGORY A: MANDATORY SERVICE

- Participation in UHCL Open House, Graduate Reception or Commencement Exercises at least once per academic year.
- Participation in at least one College or University level committee

### CATEGORY B: PROGRAM, DEPARTMENT, COLLEGE, AND UNIVERSITY SERVICE

Service Responsibility	Type	Participation	Leadership
Department Chair (counts as two service items)	I		
Program Coordinator	I		
Involvement in a center or institute in or outside the university	I		
Promotion and Tenure Committee (per committee)	I		
Post-tenure Review or Third-Year Review Committee (per committee)	I		
College of Business Committee (e.g. MBA, AoL, Grade Appeal, or other College committee)	I		
Election Coordinator	I		
Peer-evaluation of teaching	I		
Search Committee (per committee)	I,AE		
Leading student travel	I		
Faculty Senator	AE		
Other University Level Committees (e.g. Assessment, SACS, University Life, FSSC, UPTC, Grievance, or other University committee)	I		
Participation or leadership in College of Business or UHCL honor society and student organizations, including induction ceremonies and faculty advisor responsibilities	PE		
3 University organized activities beyond counted for Category A (e.g. Orientation, Hawk Move-in, job fairs, SOAR, graduation preview, Open House, Chili Cook-off, etc.)			
Collaborations/meetings with faculty from local educational institutions that would form a relationship between UHCL and feeder institutions	AE		
Service and leadership in developing relationships between the College of Business and foreign universities or technical institutes	AE		
Research recruiting (e.g. SONA)			
Receiving university awards or formal recognition for service			
Special Projects (other work not described above)			

*AE denotes “academic engagement”, PE “professional engagement”, I “impact”*

If you wish to use the table as a checklist, mark participation in an event during the evaluation period where applicable. If the activity involves a significant degree of leadership (e.g. chair of a committee, program, or department; the principal organizer of some activity) place it in the leadership column.

Service on the first university committee satisfies the requirement in Category A. Subsequent committee assignments satisfy Category B.



**CATEGORY C: EXTERNAL SERVICE**

Service Responsibility	Type	Participation	Leadership
Panel member or symposium member at an academic conference (may be counted twice)	AE		
Serving as a textbook reviewer (per textbook)	AE		
Review of a journal article / referee report for an acceptable peer-reviewed journal (may be counted once per article per year)	AE		
Reviewer of papers for an academic conference or symposium	AE		
Editor of an acceptable or good peer-reviewed journal (High/Highest journal counts as 2 items)	AE		
Associate editor of an acceptable or good peer-reviewed journal (High/Highest journal counts as 2 items)	AE		
Member on editorial board of an acceptable or good peer-reviewed journal, book series, or publishing house (High/highest journal counts as 2 items )	AE		
Editor of an academic conference proceedings (per proceedings)	AE		
Editor of a book of readings or book chapter (per book chapter)	AE		
Book review in an acceptable peer-reviewed journal	AE		
Act as a discussant for an academic or professional conference	AE		
Act as a track/division chair for an academic conference	AE		
Act as a session chair for an academic conference	AE		
Act as a session organizer for an academic conference, symposium, or lecture series	AE		
Faculty residency/internship or otherwise contributing to the operation of for-profit, not-for-profit, or governmental organizations (per organization)	PE		
Creating or delivering community or continuing education programs to the public or community organizations.	PE		
Panel member or symposium member at a professional conference	PE		
Planning or organizing local/state/regional/national/international workshops/conferences/lectures/meetings	PE		
Participation or leadership in community, regional, national or international academic, civic, professional, business, or governmental organizations, including involvement in service organizations, not-for-profit organizations, or in Greek honorary organizations	I		
Participating in the development and delivery of self-study or site visit reviews			
Receiving community or scholarly awards for service (per award)			

*AE denotes “academic engagement”, PE “professional engagement”, I “impact”*

Items in Category C may be repeated.

If you wish to use the table as a checklist, mark the amount of participation in an event during the evaluation period where applicable. If the activity involves a significant degree of leadership(e.g. organizing a conference, editor of a journal, serving as an officer or committee chair to an academic or professional organization) place it in the leadership column.