

**COLLEGE OF HUMAN SCIENCES AND HUMANITIES
PROMOTION AND TENURE STANDARDS PRIOR EFFECTIVE 2020-21**

From THE UHCL Faculty Handbook

5.3 UHCL PROMOTION AND TENURE POLICY

Approved by University Council January 20, 1994

Amendment & Approved by University Council April 11, 1996

Amendment & Approved by University Council May 10, 2018

Amended & Approved by University Council December 12, 2019

5.0 Professorial Responsibilities and Activities

Faculty members will be expected to meet the highest standards of their discipline within the three traditional areas of professorial responsibility: Teaching and Educational Activities; Research, Scholarly, or Artistic Activities; and Service. While examples of activities assessed are listed in sections 5.1-5.3, the standards of acceptable performance and criteria to earn promotion and tenure are established in either department or college bylaws.

Candidates seeking tenure or promotion and tenure to Associate Professor may choose to be considered according to criteria specified in any version of their department or college bylaws that were in effect during their probationary period or specified in the letter of appointment.

Candidates seeking promotion to Professor may choose to be considered according to criteria specified in any version of their department or college bylaws that were in effect during the six years before the date on which the requested promotion would be effective.

5.1 Teaching and Educational Activities

5.1.1 Teaching consists of direct involvement with students inside or outside the classroom. Examples may include 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. Documented evidence of teaching expertise may include, but is not limited to: student and peer evaluations, course syllabi, or teaching awards.

5.1.2 Educational activities may include, but are not limited to: the development of new curricula, new courses, new degree programs and new training programs; the writing of textbooks and educational publications; and presentations about teaching at professional meetings.

5.2 Research, Scholarly, or Artistic Activities

5.2.1 Research, scholarly or artistic activities are those which lead to the creation and dissemination of new knowledge; to increased problem-solving capabilities, including such activities as design and analysis; to original critical or historical theory and interpretation; or to the production of art or artistic performance.

5.2.2 Evaluation of competency in scholarly and artistic activities must include records of accomplishments. These may include but are not limited to: publications (including those in press),

commissions, exhibitions, inventions, patents, awards, grants, and external letters of evaluation from those knowledgeable in the candidate's area of scholarship.

5.3 Service

5.3.1 Service may include: 1) service to professional organizations and journals; 2) service to the university (program, department, college) and 3) service to the community.

5.3.2 Service is the application and dissemination of knowledge or skill for the solution of problems and the improvement of the university, the profession, or the community.

6.0 Criteria and Standards for Promotion and Tenure

The basic criteria and standards for promotion and tenure reflect the University's commitment to academic excellence. Candidates for promotion and/or tenure at any level shall be judged solely in the three traditional areas of professorial responsibility: Teaching and Educational Activities; Research, Scholarly, or Artistic Activities; and Service. The overall evaluation shall make a determination of "Recommended for Promotion and/or Tenure" or "Not Recommended for Promotion and/or Tenure" in each of the three traditional areas of professorial responsibility. The criteria and standards necessary for promotion and tenure are provided in the relevant college bylaws. In order to earn promotion and/or tenure, a candidate must be "Recommended for Promotion and/or Tenure" in each of the three areas of professorial responsibility.

6.1 Standards for Associate Professor with Tenure

Candidates for promotion to Associate Professor with tenure are expected to be excellent teachers providing high-quality and effective instruction to students; scholars who have made quality contributions to knowledge as a result of their scholarly or creative achievements; and members of the university community that have demonstrated an appropriate level of service. The evaluation focuses on contributions during the probationary period.

6.2 Standards for Professor

Promotion to the rank of Professor requires significant contributions to the candidate's field that have had a scholarly or creative impact beyond the university. Candidates for promotion to Professor are expected to be excellent teachers providing high-quality and effective instruction to students. There should be evidence of state, regional, or national recognition of the candidate's reputation. The evaluation focuses on contributions since promotion to Associate Professor.

From the HSH Bylaws

8.9 Promotion and Tenure: HSH follows the policy on Tenure and Promotion in the Faculty Handbook and Section 7.2 above.

Note: The reference to "Section 7.2 above" is erroneous: section 7.2 of the HS Bylaws describes the "Selection of Candidates and Campus Visits."

HSH Policy on Promotion and Tenure, approved by HSH faculty (April 2020) and by Dean Short and Provost Berberich (May 2020)

Tenure is defined as the right to continuous employment. Tenure is awarded on the basis of

teaching, research, and service, consistent with the mission of the university. Promotion is defined as a recognition of continued and persistent performance in the same categories. Promotion effects title changes and contract length, for non-tenure track positions. Faculty members will be expected to meet the standards of their discipline within the three traditional areas of professorial responsibility: Teaching and Educational Activities; Research, Scholarly, or Artistic Activities; and Service.

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 Criteria Guidance for HSH

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 improving course evaluations during the probationary period can be viewed as a positive indicator of teaching excellence.

Teaching that can be assessed includes, but is not limited to, classroom instruction and seminars, supervision of independent study, internships, and graduate research, student advising, 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 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 for promotion and tenure:

1. Effective instruction of students that meets stated learning objectives
2. Continuous improvement of courses or instructional programs
3. Effective advising and mentoring of undergraduate and/or graduate students
4. Professional practice related to the area of teaching

EVIDENCE

A candidate demonstrates meeting the criteria of quality teaching (encompassing both instruction and advising) by providing evidence from multiple sources that may include, but are not limited to:

Promotion to Associate Professor

Candidates must provide teaching evidence of ALL items in the list below:

1. Course Evaluation summaries for all courses taught; Grade distributions will be examined to put course evaluations into context
2. Peer evaluations of teaching, with process and criteria agreed upon by college faculty,
3. Evidence of sound organization and content knowledge through course syllabi
4. Availability to students for effective advising and course related assistance
5. Demonstrated provision of constructive, timely, formative, individualized student instruction and feedback on discipline-specific assignments

Candidate may also demonstrate teaching effectiveness with some items from the list below:

1. Contribution to the improvement of instructional programs through the development and/or implementation of new courses, curricula, or innovative teaching methods
2. Evidence of student mentoring, such as supervising independent study and other student projects, supervision of clinical/professional practicum, internship, and/or assistantship, cooperation with the college in its efforts to assess and improve student mastery of knowledge
3. Attendance at professional development opportunities
4. Examples of experiential student learning
5. Frequently teaching pedagogically-prescribed and/or labor-intensive courses (e.g.: general education/core courses/college-required courses (requiring acclimating students to subjects which often fall outside of their stated interests); high-enrollment courses; activity intensive classes; writing intensive courses; problem-based learning; service learning; QEP Critical Thinking, etc.)
6. Direction of undergraduate research
7. Direction of graduate theses/projects, conducting MA capstone exams, or doctoral dissertations; serving on several MA or doctoral committees
8. Student authorships on peer-reviewed publications, presentations, or peer-reviewed creative work, successful student created products
9. Receipt of awards or special recognition for teaching and/or multiple-time nominee/finalist
10. Evidence of participation in instructional community engagement, arrangement of real-world clients for course projects
11. External grants submitted for instruction. Awarding of an external grant for instruction is considered a significant outcome with a value two times that of an internal grant submission
12. Awarding of an internal grant for instruction
13. Direction of an international education program (when done for teaching credit)
14. Delivery of interdisciplinary courses
15. Dissemination of best practices in teaching and/or clinical practices
16. Writing test items for a national professional examination
17. Serving as a site visitor or consultant related to matters of curriculum, course or program design, or teaching/educational activities
18. Evidence of invitations to speak or provide workshops related to instruction to other colleges or universities, or other evidence of reputation for good teaching outside of UHCL
19. Evidence of positive student outcomes
20. Skilled and consistent production of extensive class/educational materials
21. Meeting student needs through consistent and effective use of classroom management systems (such as Blackboard)

22. Demonstrate pedagogical agility given demanding scheduling needs of UHCL's student population [i.e., teaching night courses; teaching M/W/F courses; teaching in the TDCJ program, a teaching schedule that combines of first year seminar and/or core classes, along with upper-level and grad classes]
23. Significant redevelopment of an existing course
24. or, consistent with those listed above

Promotion to Professor

Candidates must continue to demonstrate teaching effectiveness as outlined for promotion to Associate Professor. These criteria need to be demonstrated during the years since receiving tenure.

Service Criteria Guidance for HSH

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 using your professional expertise for: 1) service to the university (program and department or college or university) 2) service to the professional organizations and journals; 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, one or more of the following criteria apply to the evaluation of contributions by a candidate for promotion and tenure:

1. Contributions to welfare of the 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

Evidence: A candidate demonstrates meeting the criteria of quality service by providing evidence for all of the items listed below. Candidates may receive additional credit for multi-year commitments, heavy work load for any given committee

1. Acknowledgment of an individual's positive service contributions by peers, administrators, and constituents
2. Service to the program development, including student recruitment, student retention, and curriculum development, as appropriate

3. Additional service to the program, department, college (limited) or university (limited)

Other ways to demonstrate service include:

Candidates may receive additional credit for multi-year commitments, heavy work load for any given committee.

1. Receipt of award or special recognition for service
2. Effective management or improvement of administrative procedures or program
3. Organization of seminar program or lecture series
4. Contributions to the Clear Lake community or greater Houston/Galveston area or to any “community” that makes use of the faculty member’s academic or professional expertise
5. Participation in discipline-related civic activities including involvement in service-organizations, social agencies, and/or cultural societies
6. Collaboration/meetings with faculty from local community colleges, high schools, or junior high schools that would form a program relationship between UHCL and feeder institutions
7. Serving as faculty advisor for student organization, or hosting student-centered activities
8. Service on the Faculty Senate
9. Service on a search committee
10. Active participation in university shared governance and/or program at the department, college, university and/or system level
11. Position in state, national or international professional organization
12. Position for community organization
13. Serving as an external grant or program reviewer
14. Direction of an international education program
15. Organization or improvement of classroom, lab, or studio space, as appropriate
16. Delivery of community or continuing education programs to the public or community agencies
17. Participation in policy development at the department, college, or university level
18. Contributions to the operation of state or federal agencies
19. Participation in accreditation efforts
20. Participation in program assessment
21. Development of program assessment measures and reports
22. Peer reviewer for academic journal and/or academic conferences/exhibitions and/or textbook reviewer
23. Serving as a chair/discussant of a panel or organizers of a conference, serving as a journal/book reviewer
24. Leader or director in a center or institute
25. Proposal Development and submission of a new program
26. Director of a Self-Study or Site Visit Review
27. Director, chair, or co-sponsor of a conference or conference track
28. Member and contributor in a self-study or site-visit
29. or, equitable equivalent evidence

Promotion to Professor

Expected evidence: It is expected that the candidates for Full Professor will participate in service similar to those for promotion to Associate Professor while taking on leadership roles in some of their service activities. The activities to be included as evidence must be in the years since

receiving tenure. It is expected that candidates for promotion to Full Professor will remain actively engaged in service to the Program, Department, College, and/or University, as well as service to the profession. Ways to demonstrate service include all of those for promotion to Associate, but would expand to also include some of the following:

1. Completion of teaching evaluations for UHCL faculty member(s), using criteria agreed upon by college faculty
2. Service and leadership on program, department, college or university-level committees
3. Chair of promotion and tenure or third year review committees or Service on multiple promotion and tenure or third year review committees
4. Chair of or service on a search committee
5. Active participation in and leadership in university shared governance and/or programs at the department, college, university and system levels
6. Faculty Senate Executive Committee membership
7. Mentoring junior faculty
8. Participation in accreditation efforts
9. State or national grant or program reviewer
10. Development of a new academic program
11. Leadership or directorship in a center or institute on or off campus
12. Program Director
13. Department Chair
14. Serving on an Editorial Board of an academic journal, and/or book series, and/or publishing house
15. Serving as an Associate Editor or Editor of an academic journal
16. External reviewer for P&T case
17. Completion of evaluation of an individual's service contributions
18. or, equitable equivalent evidence

Scholarship Criteria Guidance for CASA

UHCL faculty need to be proficient and active in research, scholarship, and artistic activity. Although research, scholarship, and artistic activities are mostly measured in peer-reviewed publications, publications alone are not the only evidence of productivity. Therefore, a faculty member may demonstrate proficiency in research and related activities through multiple measures, including scholarly activity in languages other than English. For junior faculty, a pattern of consistent research involvement and productivity during the probationary period should be viewed as a positive indicator of research excellence.

Research that can be assessed may include, but is not limited to, publications, presentations, grants, artistic activities, productions, and technical reports. All university faculty are expected to incorporate research into their courses on a continuing basis.

CRITERIA

In the area of research, scholarship, and artistic activity, the following criteria apply to evaluation of contributions by a candidate for promotion and tenure:

1. Continuous and consistent contributions to the research community within one's discipline
2. Contributions to the literature through peer-reviewed publications

3. Contributions to the research community through presentations at research conferences

Please note that other characteristics of research scholarship and artistic activity will be taken into account upon review of these activities, including reputation in the field, impact factor and significance of the journal, exhibition venue or festival in the field. Also, the size and complexity of the project shall be taken into account (i.e. sample size, longitudinal nature, multiple site or multiple studies, time spent producing the research).

Promotion to Associate Professor

Expected evidence: It is expected that the candidate will demonstrate research evidence for items listed below. Each item for consideration can only be counted in one category.

4 scholarly products produced since arrival at UHCL (negotiable if less than 5 years here).

- Peer-reviewed/Juried artifact: article, book chapter, edited book, public exhibition/performance, or short format media screening, encyclopedia entry (depending on length), commissioned research report, or published conference proceedings
- Authored book (not a textbook), solo exhibition, or long-format screening, in a reputable publisher/venue [counts as 3]
- A combination of 2 of the following can count as 1 scholarly product (This option may be applied for a maximum of 1 of the required 4 scholarly products):

A consistent pattern of scholarly activity from the list of items listed below, but not limited to:

- Receipt of competitive external award, fellowship, or substantial recognition for research
- Invited presentation, publication, or exhibition, at a Prestigious research forum, journal, press, or location resulting from scholarly publications
- Receipt of an external research grant [\$5,000+] (must be primary investigator)
- Conference presentation (regional, national, or international)
- Book review (depending on length)
- Encyclopedia entry (depending on length)
- Non-peer reviewed artifact related to research (depending on length)
- Editor of a special issue of a journal
- Curator of a regional or national exhibition, screening, or performance
- Leading a research-related workshop or seminar
- Equivalent artifacts may be acceptable with negotiation

Promotion to Professor

Expected evidence: It is expected that the candidate will demonstrate research evidence for items listed below. Each item for consideration can only be counted in one category.

8 scholarly products produced as Associate Professor at UHCL.

- Peer-reviewed/Juried artifact: article, book chapter, edited book, public exhibition/performance, or short format media screening, encyclopedia entry (depending on length), commissioned research report, or published conference proceedings
- Authored book (not a textbook), solo exhibition, or long-format screening, in a reputable publisher/venue [counts as 3]
- A combination of 2 of the following can count as 1 scholarly product (This option may be applied for a maximum of 2 of the required 8 scholarly products):

A consistent pattern of scholarly activity from the list of items listed below, but not limited to:

- Receipt of competitive external award, fellowship, or substantial recognition for research
- Invited presentation, publication, or exhibition, at a Prestigious research forum, journal, press, or location resulting from scholarly publications
- Receipt of an external research grant [\$5,000+] (must be primary investigator)
- Conference presentation (regional, national, or international)
- Book review (depending on length)
- Encyclopedia entry (depending on length)
- Non-peer reviewed artifact related to research (depending on length)
- Editor of a special issue of a journal
- Curator of a regional or national exhibition, screening, or performance
- Leading a research-related workshop or seminar
- Equivalent artifacts may be acceptable with negotiation

Scholarship Criteria Guidance for CHAS

UHCL faculty need to be proficient and active in research. Although research activities are mostly measured in peer-reviewed publications, publications alone are not the only evidence of productivity. Therefore, a faculty member may demonstrate proficiency in research and related activities through multiple measures, including scholarly activity in languages other than English. For junior faculty, a pattern of consistent research involvement and productivity during the probationary period should be viewed as a positive indicator of research excellence.

Research that can be assessed may include, but is not limited to, publications, presentations, grants, and technical reports. All university faculty are expected to incorporate research into their courses on a continuing basis.

CRITERIA

In the area of research, the following criteria apply to evaluation of contributions by a candidate for promotion and tenure:

1. Continuous and consistent contributions to the research community within one's discipline.
2. Contributions to the literature through peer-reviewed publications
3. Contributions to the research community through presentations at research conferences

Evidence

A candidate demonstrates quality research by providing evidence and information from multiple sources such as, but not limited to the following activities.

Need 4 total

Promotion to Associate Professor:

It is expected that the candidate will demonstrate research evidence for the items listed below.

From the list below, the candidates need **a total of 4 from the list below** (the first one and three others).

1. Four peer-reviewed publications **or** one peer-reviewed academic book (**required**)
2. Other peer-reviewed publications beyond the four required (one research item per publication)
3. Presentations/Posters at more than one national conference
4. Presentations at more than one state or regional conference
5. Editor of a refereed book (with at least one authored chapter.
6. receipt of an external grant of \$5000 or greater, where one is the principal investigator or co-investigator.
7. Patents or other intellectual properties
8. Publication of a standardized assessment
9. Publication of a treatment manual
10. Edited book chapter
11. Invited Research Presentation

12. receipt of an internal research grant. Credit is awarded for being either the principal investigator or a co-investigator. (Only one counts)
13. published book review in a professional journal
14. participation in a grant or research or statistical related workshop. (Only one counts)
15. on-going longitudinal research or research requiring time-intensive data collection
16. Equitable and equivalent research activity.

Promotion to Full Professor:

It is expected that the candidate will demonstrate research evidence for the items listed below. The demonstrated evidence need have occurred since receiving tenure.

From the list below, the candidates need **a total of 4 from the list below** (the first one and three others).

1. Eight peer-reviewed publications **or** two peer-reviewed academic book **(required)**
2. Six presentations at multiple national or regional conferences
3. Editor of a refereed book (with at least one authored chapter)
4. Receipt of an external grant(s) of \$5000 or greater, where one is the principal investigator or co-investigator.
5. Patents or other intellectual properties
6. Publication of a standardized assessment
7. Publication of a treatment manual
8. Edited book chapter
9. Invited Research Presentation
10. Receipt of an internal research grant. Credit is awarded for being either the principal investigator or a co-investigator.
11. Published book review in a professional journal
12. On-going longitudinal research or research requiring time-intensive data collection
13. Other peer-reviewed publications beyond the eight required (one research item per publication)
14. Equitable and equivalent research activity

Scholarship Criteria Guidance for Liberal Arts

UHCL faculty need to be proficient and active in research. Although research activities are mostly measured in peer-reviewed publications, publications alone are not the only evidence of productivity. Therefore, a faculty member may demonstrate proficiency in research and related activities through multiple measures, including scholarly activity in languages other than English. For junior faculty, a pattern of consistent research involvement and productivity during the probationary period should be viewed as a positive indicator of research excellence.

Research that can be assessed may include, but is not limited to, publications, presentations, grants, and technical reports. All university faculty are expected to incorporate research into their courses on a continuing basis.

CRITERIA

In the area of research, the following criteria apply to evaluation of contributions by a candidate for promotion and tenure:

1. Continuous and consistent contributions to the research community within one's discipline.
2. Contributions to the literature through peer-reviewed publications
3. Contributions to the research community through presentations at research conferences

Promotion to Associate Professor

Expected evidence: It is expected that the candidate will demonstrate research evidence for items listed below. Each item for consideration can only be counted in one category.

4 scholarly products produced since arrival at UHCL (negotiable if less than 5 years here):

- Single-authored monograph, complete manuscript under contract, with or published in a peer-reviewed press (counts as 3 scholarly products)
- Co-authored peer-reviewed academic book—includes a scholarly monograph, or in the case of creative writers, a book of fiction, drama, nonfiction, or poetry (counts as 2 scholarly products)
- Peer-reviewed articles published and/or accepted for publication (counts as 1.5 times its weight if the candidate justifies merit in the research narrative)
- Peer-reviewed book chapters
- Single-authored book of poetry, or prose/catalogue essay in recognized press published and/or accepted for publication
- Translation of a book (with introduction or other commentary) published with a recognized press
- Review essay (of books, performances, or creative works) published in a scholarly peer-reviewed journal
- Single-authored essay of substantial length in a scholarly publication
- Editor of an externally, blind peer-reviewed book / special issue of a journal
- Curator of a regional or national exhibition

Up to two scholarly products may, but do not have to, result from a combination of 2 or more of the following activities:

- Receipt or finalist of a national or international fellowship
- Receipt of an internal or external research grant
- Published entry in academic reference work

- Presenting at a scholarly conference, invited lectures, and related activities
- Receipt of publication award from a scholarly association in the relevant field
- Receipt of a research-related prize
- Extensive archival or field work
- Publication in a non-refereed journal or magazine
- External grant submitted and positively reviewed to a peer reviewed funding agency

Promotion to Professor

Expected evidence: It is expected that the candidate will demonstrate research evidence for items listed below. Each item for consideration can only be counted in one category.

8 research products produced since promotion and tenure:

- Single-authored monograph, complete manuscript under contract, with or published in a peer-reviewed press (counts as 3 scholarly products)
- Co-authored peer-reviewed academic book—includes a scholarly monograph, or in the case of creative writers, a book of fiction, drama, nonfiction, or poetry (counts as 2 scholarly products)
- Peer-reviewed articles published and/or accepted for publication (counts as 1.5 times its weight if the candidate justifies merit in the research narrative)
- Peer-reviewed book chapters
- Single-authored book of poetry, or prose/catalogue essay in recognized press published and/or accepted for publication
- Translation of a book (with introduction or other commentary) published with a recognized press
- Review essay (of books, performances, or creative works) published in a scholarly peer-reviewed journal
- Single-authored essay of substantial length in a scholarly publication
- Editor of an externally, blind peer-reviewed book / special issue of a journal
- Curator of a regional or national exhibition

Up to two scholarly products may, but do not have to, result from a combination of 2 or more of the following activities:

- Receipt or finalist of a national or international fellowship
- Receipt of an internal or external research grant
- Published entry in academic reference work
- Presenting at a scholarly conference, invited lectures, and related activities
- Receipt of publication award from a scholarly association in the relevant field
- Receipt of a research-related prize
- Extensive archival or field work
- Publication in a non-refereed journal or magazine
- External grant submitted and positively reviewed to a peer reviewed funding agency

Scholarship Criteria Guidance for Psychology

This document provides both an overview of the criteria for earning promotion and/or tenure along with some detailed suggestions about the kind of materials and information that would provide clear and compelling evidence that a candidate has successfully met those criteria. It is important to remember that there are many different paths a candidate can take to reach the same destination and not all candidates will look the same. Quality and rigor can outweigh quantity. The review of candidates should be mindful to celebrate, not punish, diversity and innovation in faculty accomplishments.

In the research narrative, candidates should provide contextual information related to scholarly products that are not universally recognized. This may include information about the review process; other authors who have published in the same venue; composition of the editorial board; impact of other items published through the outlet; or other information related to the quality, rigor, or reputation of the outlet

Collaborative research activities with students, UHCL faculty, and external partners should be celebrated and encouraged. Research activities that provide professional development opportunities for students are especially valued.

Tenure and/or Promotion to Associate Professor

A candidate for Tenure and/or Promotion to Associate Professor should demonstrate professional growth that shows promise of developing impactful research. Typically, a candidate should produce **at least 4 scholarly products** during their time at UHCL.

A scholarly product can consist of, but is not limited to,

- a peer-reviewed publication in an academic journal;
- peer reviewed chapter in an academic book;
- peer-reviewed published conference proceeding (if comparable in length as a journal article);
- or awarded external grant or contract $\geq \$10,000$.

An authored research-based book with a recognized academic publisher will count as 3 scholarly products. An edited research-based book with a recognized academic publisher will count as 2 scholarly products. Self-authored chapters within an edited book cannot count as additional scholarly products. An external grant or contract $\geq \$100,000$ will count as 2 scholarly products.

A scholarly product may count as 1.5 times its weight if the candidate justifies a rationale for higher merit in the research narrative. The following are, possible justifications: product was published in a “top” outlet (e.g., high impact factor, flagship journal of research society, reputation within field, etc.); research was the product of a large, complex, or long term research project not typical of other research conducted within the department; research was recognized as meritorious such as receiving an award; research was highlighted by scholarly society or academic journal; research had a student co-author; research was covered by external media. Other similar

justifications can be made in the research narrative.

One scholarly product may, but does not have to, result from a combination of 3 or more of the following activities:

- invited talk at an external research forum;
- research conference presentation (regional, national, or international);
- chair symposium/panel at research conference;
- external grant submissions $\geq \$10,000$,
- funded external grant or contract $< \$10,000$; funded internal grant (e.g., FRSF); research-based book contract with a recognized academic publisher,
- published book review or encyclopedia entry.
- Other similar research activities could be considered if justified in the research narrative.

Promotion to Professor

A candidate for Promotion to Professor should typically demonstrate **at least 8 scholarly products** since submission of materials for tenure and/or promotion while at UHCL. At least 1 scholarly product should have been completed within the 2 years prior to the application. Additionally, the candidate should provide evidence of an established professional reputation in scholarship, teaching, or service.

Examples of evidence for a professional reputation in scholarship might include: invitation to speak at universities, symposia, or other professional meeting; chairing symposium or panel at professional meeting; publication of review or synthesis papers in a peer-reviewed journal; service as an ad hoc reviewer for journals and/or granting agencies; service as a member of a journal editorial board or editing a special issue; service as member of review panel for a competitive granting agency. Evidence for a scholarly reputation might also be exemplified by contributions to professional societies; recognition of scholarship, including the number of citations, h-index, and journal impact factor; research award or other recognition; media coverage or other evidence of research making a wider impact; or significant involvement of students in research that furthers their professional development for careers or advanced studies. This list is not all inclusive.

A scholarly product can consist of, but is not limited to,

- a peer-reviewed publication in an academic journal;
- peer reviewed chapter in an academic book;
- peer-reviewed published conference proceeding (if comparable in length as a journal article);
- or awarded external grant or contract $\geq \$10,000$.

An authored research-based book with a recognized academic publisher will count as 3 scholarly products. An edited research-based book with a recognized academic publisher will count as 2 scholarly products. Self-authored chapters within an edited book cannot count as additional scholarly products. An external grant or contract $\geq \$100,000$ will count as 2 scholarly products.

A scholarly product may count as 1.5 times its weight if the candidate justifies a rationale for

higher merit in the research narrative. The following are, possible justifications: product was published in a “top” outlet (e.g., high impact factor, flagship journal of research society, reputation within field, etc.); research was the product of a large, complex, or long term research project not typical of other research conducted within the department; research was recognized as meritorious such as receiving an award; research was highlighted by scholarly society or academic journal; research had a student co-author; research was covered by external media. Other similar justifications can be made in the research narrative.

Two scholarly products may, but does not have to, result from a combination of 6 or more of the following activities:

- invited talk at an external research forum;
- research conference presentation (regional, national, or international);
- chair symposium/panel at research conference;
- external grant submissions \geq \$10,000,
- funded external grant or contract $<$ \$10,000; funded internal grant (e.g., FRSF); research-based book contract with a recognized academic publisher,
- published book review or encyclopedia entry.
- Other similar research activities could be considered if justified in the research narrative.

Scholarship Criteria Guidance for SCS

UHCL faculty need to be proficient and active in research. Although research activities are mostly measured in peer-reviewed publications, publications alone are not the only evidence of productivity. Therefore, a faculty member may demonstrate proficiency in research and related activities through multiple measures. For junior faculty, a pattern of consistent research involvement and productivity during the probationary period should be viewed as a positive indicator of research excellence.

Research that can be assessed may include, but is not limited to, publications, presentations, grants, and technical reports. All university faculty are expected to incorporate research into their courses on a continuing basis.

CRITERIA

In the area of research, the following criteria apply to evaluation of contributions by a candidate for promotion and tenure:

1. Continuous and consistent contributions to the research community within one's discipline.
2. Contributions to the literature through peer-reviewed publications
3. Contributions to the research community through presentations at research conferences

Promotion to Associate Professor

Expected evidence: it is expected that the candidate will demonstrate research evidence for the items listed below.

4 research products produced since arrival at UHCL.

Scholarly products include but are not limited to:

- Peer-reviewed articles, book chapters, or edited books
 - (individual item may count as 2, e.g., published in "top" journal; exceptionally large, complex, or long-term; received external recognition or award, etc.)
- OR one authored book (not a textbook) with a recognized academic publisher [counts as 3]
- A combination of any two of the items below can count as 1 (one) scholarly product:
- Awarded external research grant where candidate is PI or co-PI
- Invited talk at an external research forum in a regional, national or international venue
- Review essay (of books or creative works) published in a scholarly peer-reviewed journal)
- Published entry in academic reference work
- Conference presentation (regional, national, or international)

Promotion to Professor

Expected evidence: it is expected that the candidate will demonstrate research evidence for the items listed below.

8 research products produced as associate professor at UHCL.

Scholarly products include but are not limited to:

- Peer-reviewed articles, book chapters, or edited books
 - (individual item may count as 2, e.g., published in "top" journal; exceptionally large, complex, or long-term; received external recognition or award, etc.)
- OR one authored book (not a textbook) with a recognized academic publisher [counts as 3]
- Two scholarly products may, but do not have to, result from each one combining two or more of the items below:
- Awarded external research grant where candidate is PI or co-PI

- Invited talk at an external research forum in a regional, national or international venue
- Review essay (of books or creative works) published in a scholarly peer-reviewed journal)
- Published entry in academic reference work
- Conference presentation (regional, national, or international)