

CRITERIA FOR PROMOTION AND TENURE DECISIONS DEPARTMENT OF ARTS AND HUMANITIES

In considering the following criteria, please keep in mind the following:

- A. Faculty should consider these criteria as guidelines for the activities, not as a checklist; performance of every item is not required. By the same token, fulfilling all criteria does not guarantee tenure if there has not been a wide range of consistent and high-quality efforts sustained throughout the entire probationary period.*
- B. The numerical listings under "A," "B," etc. do not in any way imply a ranked order of importance.*
- C. All rank and tenure decisions are made in compliance with the policies and procedures in P.S. 10.A.01, "Rank and Tenure System," and with policies of the University of Houston System.

TEACHING

I. Performance characteristics

A. Of highest importance

1. Commitment to successful classroom teaching
2. Commitment to fairness and consistency in dealing with students
3. Commitment to setting and achieving appropriate instructional goals in courses
4. Commitment to creating a learning environment based upon mutual respect

B. Also very important

1. Accessibility to students
2. Academic cooperation with colleagues (including adjunct faculty)
3. Individual initiative and judgment in problem solving
4. Adherence to department and university policies

5. Flexibility in teaching various courses and at various times
6. Activities and materials promoting retention of students, leading to successful completion of classes
7. Provision of enrichment activities (e.g., guest lectures, field trips)

II. Activities related to teaching

A. Of highest importance

1. Development of improved teaching materials or techniques
2. Additional professional or formal training in one's teaching field or in a related area (both credit and non-credit courses)

B. Also important

1. Field activities pertaining to one's teaching area (e.g., attending concerts, exhibitions, theatrical events, public lectures)

III. Sources of information on teaching

A. Of highest importance

1. Student opinion surveys (i.e., evaluation forms)
2. Evaluation by peers (e.g., colleagues who have observed performance)
3. Course syllabi, handouts, copies of exams
4. Samples of graded student assignments
5. Teaching section of candidate's annual reports

B. Also very important

1. Oral or written praise and/or written complaints by students to the department chair and/or area coordinators (apart from standard evaluation forms)
2. Enrollment patterns (allowing for natural variance due to time of day and type of course)
3. Public performance or display of students' work (allowing for type-of-course considerations)

C. Also important

1. Letters of recommendation
2. Grade distributions (allowing for natural variance due to time of day and type of class)

INSTITUTIONAL/COMMUNITY/PROFESSIONAL SERVICE

I. Performance characteristics

A. Of highest importance

1. Individual initiative and judgment in problem solving
2. General competence in fulfillment of duties and in optional tasks undertaken
3. Independent thinking and constructive disagreement, tempered by respectful collegiality and academic cooperation with colleagues of all ranks, including adjunct faculty and staff
4. Adherence to department and university policies

II. Institutional activities

A. Of highest importance

1. Active service to the department and the institution, which may include work on departmental, college-wide, and university committees (as the appointment process permits) and/or the Faculty Senate
2. Competent performance of any administrative duties which one is given.
3. Development of new courses or programs
4. Competent performance of duties as college advisor

B. Also very important

1. Organization of events on campus
2. Major revision or refinement of existing programs

C. Also important

1. Informal counseling and advising students
2. Actions promoting student recruitment
3. Timely submission of reports and response to institutional correspondence
4. Other departmental duties (e.g., registration work, administering placement exams, representing the department at meetings, grading writing proficiency examinations)
5. Major revision or refinement of existing programs
6. Advising student organizations

III. Community activities

A. Of highest importance

1. Presentations to or participation with community groups in one's role as a professional educator or in one's role as a specialist in a particular discipline

B. Also important

1. Representing the university at community functions or at meetings other than academic professional conventions
2. Other community service

IV. Professional activities

A. Of highest importance

1. Providing expertise in one's role as a professional educator or in one's role as a specialist in a particular discipline (i.e., consulting)
2. Leadership roles in professional organizations

B. Also very important

1. Committee service in professional organizations
2. Participation as a chair, respondent, panelist of a session, or other like activity at professional meetings

C. Also important

1. Attendance at professional and organization meetings
2. Membership in professional organizations

V. Sources of information on service

- A. Letters or reports from colleagues on university committees
- B. Other letters of recommendation or appreciation
- C. One's own documented or verifiable report of service activities (e.g., documents of committee reports written by candidate, event programs, press releases)
- D. Copies of convention programs, play programs, exhibit programs

SCHOLARLY/CREATIVE ACTIVITIES

I. Scholarly/creative activities

- A. Of highest importance
 - 1. Publication of books, textbooks, or software that results from competitive peer review
 - 2. Publication of scholarly articles that results from competitive peer review
 - 3. Publication or significant public exhibition of one's creative work, curatorial work, or performances
- B. Also very important
 - 1. Presentations at professional meetings
 - 2. Awards, fellowships, and external grants that result from competitive peer review
 - 3. Publication of book reviews in one's academic field
 - 4. Service on editorial boards

C. Also important

1. Publication in non-scholarly venues (e.g., newspapers, magazines)
2. Textbook review for publishing houses
3. Article review for journals

D. Also considered

Documented efforts in the areas of papers, articles, internal (e.g. organized research, faculty development, instructional technology) or external grant proposals.

II. Sources of information on scholarly/creative activities

A. Submission of copies of scholarly work or creative portfolios

B. Evaluation by peers (e.g., colleagues who have observed performance or experts in the field on one's scholarly or creative activities)

C. Citations, mentions, or reviews of professor's work in discipline-appropriate journals or articles

(Revised November 2003)