

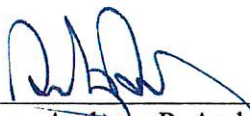
College of Technology Bylaws

Appendix A

Promotion, Tenure, and Annual Review for Tenure-track and Tenured Faculty

Revised and Approved by the Faculty

26 January 2018



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INTRODUCTION

The general policies regarding faculty evaluation for promotion and tenure purposes is composed of the policy of the University of Houston and that of the College of Technology. The University promotion and tenure policy for tenure-track and tenured faculty is referenced in the Faculty Handbook . The University publishes an annual *Promotion and Tenure Guidelines* document which is posted on the Office of the Provost's website with current updates. The College of Technology policy regarding promotion, tenure, and merit review for tenured (T) and tenure-track (TT) faculty is established by this document. Promotion and evaluation guidelines for non-tenure track faculty are detailed in a separate document. Each of the university's campus-wide documents may be found on the Provost's website: <http://www.uh.edu/provost/policies/faculty/promotion-tenure/> and currently, <http://www.uh.edu/provost/faculty/current/non-tenure-track/documents/ntt-policy.pdf>.

The college evaluation system defines the *basis* and *process* to be used for evaluation of T/TT faculty activity. Such evaluations may be used to make decisions regarding the promotion, tenure, and merit increments awarded to a faculty member. The *basis of evaluation* is defined by the Faculty Evaluation Criteria given in Section I of this document. *Evaluation guidelines* for these criteria are given in Section II. The *process of evaluation* is specified by the *Procedures and Timetable* presented in Section III of this document.

In all cases, the stipulations of the college policy are intended to supplement those of the University; they do not supersede or replace the University policy. The University policy regarding promotion, tenure and grievance is contained in the *Faculty Handbook*, . In addition, annual *Promotion and Tenure Guidelines* are published by the University to facilitate the application process for promotion and tenure and can be found on the Office of the Provost's website. For annual evaluation guidance for all faculty T/TT and NTT, see the university Faculty Annual Performance Review (F-APR) Policy posted on the Office of the Provost's website. Each faculty member should be familiar with these materials and recognize that these resources may be updated periodically, including the *Faculty Handbook* which is normally updated on a biennial basis.

Departmental guidelines and policies are subject to policies promulgated at the college and university levels. In the case of promotion and tenure, guidelines provided by the Office of the Provost form the basis of all promotion and tenure decisions. While a college or department may choose to implement more rigorous standards than those detailed in the university-level promotion and tenure guidelines, a college or department may not implement policies that result implicitly or explicitly in the application of less rigorous standards than detailed in the university-level *Promotion and Tenure Guidelines*. It is the obligation of the chair of the department to make all new tenured (T) and tenure-track (TT) faculty members aware in writing of not only the university-level promotion and tenure guidelines but also any college or departmental level policies or procedures that may impact their tenure and/or promotion.

These guidelines are developed for professional evaluation of tenured (T) and tenure-track (TT) faculty members of the University of Houston's College of Technology. They are prepared as a general document without reference to particular individuals or configurations of accomplishment. They do not prescribe a uniform roster of accomplishments that must be achieved by all candidates for tenure or promotion. Rather, they suggest ways of evaluating accomplishments in research/scholarship/creative activity, teaching, and service by allowing flexibility in assigning relative weights to these three activities.

The University of Houston and the College of Technology recognize specific ranking definitions, designations and progressions towards promotion and tenure that can be found in the *Promotion and Tenure Guidelines*: <http://www.uh.edu/provost/policies/faculty/promotion-tenure/>.

SECTION I: FACULTY EVALUATION CRITERIA FOR PROMOTION AND TENURE AND ANNUAL PERFORMANCE REVIEW

College of Technology
University of Houston

The purpose of this document is to present a summary of the criteria that will be used to evaluate the performance of the College of Technology tenured (T) and tenure-track (TT) faculty for annual performance evaluation and promotion and tenure consideration as required by the University. The three major categories of evaluation criteria involve teaching, scholarship, and service. While it is expected that the candidate will be active in all three areas, scholarship and teaching are the most heavily weighted. These areas are expanded in several subcategories.

To prepare T/TT faculty for their annual performance review and for promotion and tenure review, it is suggested that mentoring mechanisms (formal or informal mentoring) be provided at the departmental level to enable frequent developmental feedback in the areas of research/scholarship/creative activity, teaching, and service.

Two mentoring guides to support departmental mentoring are available on the Center for ADVANCING Faculty Success website: <http://www.uh.edu/advance/programs/mentoring/>. The goal is to ensure faculty success in all performance reviews by providing consistent support and feedback.

1. TEACHING

The College of Technology faces the challenge of preparing students of diverse backgrounds for specific positions in business and industry. This effort requires the faculty member to demonstrate on-going and active participation in teaching and student-related activities. The following subcategories define this criterion.

1.1 Effective Teaching and Curriculum Development

Effective teaching requires an understanding of the objectives of the course assigned, an ability to communicate the material associated with these objectives, and effective evaluation of student performance in the context of the course objectives. Effective teachers employ traditional and innovative teaching techniques in lectures and laboratories. They participate in curriculum development and revisions, course documentation, and the development of classroom and laboratory instructional materials. Faculty members are expected to participate in the creation of new programs and development of new courses.

1.2 Student Success/Student Welfare

Faculty in the College of Technology are expected to be accessible to students outside of class and to be effective on a one-on-one basis. Faculty should participate in activities such as: mentoring or advising students, devising methods of retaining students, helping students plan their careers, supporting student employment, engaging in alumni relations, recruiting, and facilitating student organizations.

1.3 Professional Growth and Development

Effective Technology faculty must always be open to expanding their knowledge in new areas. This expansion may be accomplished through pursuing further education, conducting or attending special courses or workshops in specific areas of technology, consulting, or securing appropriate summer employment (within University guidelines) with business, educational, government, and industrial organizations that benefit the College's mission and operations.

2. RESEARCH, SCHOLARSHIP, AND CREATIVE ACTIVITY

A university faculty member must be a scholar and a teacher. Scholarship refers to those activities, apart from teaching, in which the faculty member engages in order to further her or his mastery of an academic discipline. Promotion of a TT faculty member to the **rank of associate professor with tenure** requires that faculty members have made high quality contributions to knowledge as a result of their scholarly and/or creative achievements. There should also be evidence of regional, national or international recognition of the candidate's achievements and ability. Promotion of a T/TT faculty member to the **rank of professor** requires significant contributions to the candidate's field that have had a scholarly or creative impact beyond the university. There should be evidence of national or international recognition of the candidate's achievements and ability.

In both cases, faculty should have a record of high quality scholarship as demonstrated by publishing in journals with respectable impact factors and should identify their productivity metrics (such as those calculated by Google Scholar or Web of Science) to demonstrate impact. Demonstrations of scholarly activities can take many diverse forms but are typically represented by the following subcategories.

2.1 Research, Scholarship and Creative Activity

As a scholar in a selected discipline, a faculty member is expected to engage in activity leading to the advancement of knowledge in that discipline. The nature of the activity can take many forms, but in all cases should demonstrate investigations leading to new discovery, new and creative applications, or enhanced knowledge. In accordance with the special mission of the College of Technology to provide education in the applications of modern and emerging technologies, scholarly activities may often consist of research/scholarship/creative activity related to new, improved, and enhanced methods of teaching. Scholarly excellence may also be demonstrated by internal and external competitive grant awards; local, national or international prizes; patents; and published work.

The measure of achievement in scholarly activity is provided by dissemination and acceptance of the results of such activity by peers in the discipline. Publication of the findings that result from research/scholarship/creative activity through **peer-reviewed journals** is the normal means for dissemination. Because of the diversity of programs in the college, there is a diversity in the peer-reviewed venues used for dissemination. Publication in refereed journals and refereed conference proceedings provides an indication of the acceptance of the work by peers. Other methods of publication, such as books, tools, technology-based applications (i.e., apps), and other applied works will be considered *in addition to* peer-reviewed publications.

A faculty member is also expected to pursue internal and external funding to

support her or his scholarly activity. Such support can provide summer salary, allow release time during the regular academic year, fund conference attendance, and pay for student assistants, equipment, and supplies.

2.2 Scholarly Interaction

To be recognized for scholarly activity means that the faculty member should provide evidence for recognition of her or his mastery of the discipline by peers. This kind of recognition can take on many forms, but often can be indicated by presentation of papers and scholarly work at local, national, or international conferences. In addition, membership and service as an officer, or in other capacities in professional societies, is a measure of interaction. Other measures of interaction may include collaboration with industry and / or other universities or colleges.

3. SERVICE

Service can be defined as “contributions to the welfare of others.” It is important that the faculty member engage in service activities in the following areas to demonstrate satisfaction of this criterion.

3.1 Service to the University

A university’s faculty shares authority and responsibility with the administration for the academic governance of the institution. Therefore, a faculty member is expected to participate willingly and effectively on department, college, and university committees, which are the primary vehicle for exercising these rights and responsibilities. Faculty may also provide service by accepting and executing appropriate administrative assignments when called upon to do so.

3.2 Service to Department/College

A university’s faculty shares authority and responsibility with the administration for the academic governance of the institution. Therefore, a faculty member is expected to participate willingly and effectively on department and college committees that are the primary vehicle for exercising these rights and responsibilities. Faculty may also provide service by accepting and executing appropriate administrative assignments when called upon to do so.

3.3 Service to Academic Program

Every accredited program within the College of Technology has a requirement to maintain its accreditation. It is expected that all faculty members within all accredited programs take an active role in maintaining accreditation by the appropriate professional body. Service may also include participating in activities such as career fairs, departmental committees, recruitment of students, facilitation of advisory boards, and other programmatic activities.

3.4 Service to Professional Organizations and Community

Technology faculty members are expected to be active in professional organizations, particularly those that help to define and develop the discipline in which they teach. It is important that an urban university have an outreach into the host community. Faculty members, as representatives of the University, are expected to establish appropriate relationships to make the University an integral part of the community. This may include professional service to government agencies, business and industrial concerns, other educational institutions and charitable organizations.

SECTION II: EVALUATION GUIDELINES

The Faculty Evaluation guidelines that follow expand upon the subcategories of the Faculty Evaluation Criteria of Section I. These guidelines provide examples of activities which may be used to demonstrate proficiency in the evaluation areas. They have been developed to assist faculty members in identifying the type of activities that may be used to demonstrate their performance in a Criteria subcategory. Likewise, they are intended to assist administrative evaluators in determining appropriate activities for their faculty members.

It is important for both faculty and evaluator to remember the following considerations in applying the guidelines and the criteria.

- The examples of activities given here are not to be taken as necessary or sufficient activities in the criteria areas. They are presented as suggestions about the scope and possible types of activity that can support faculty performance in the criteria areas.
- It is the responsibility of the faculty member to provide documented evidence supporting their performance in the areas.

Evaluation of faculty performance is assessed by using the Faculty Activity Report (FAR) in Attachment A & B. This form is used by evaluators to rate the performance of the faculty member in each of the subcategories of the faculty evaluation criteria. The following interpretations are presented to provide some focus on the activity associated with each level of performance on the form.

EXEMPLARY: The highest achievement rating for a given year in a category. Must be strongly supported by documentation showing performance of the highest caliber, far exceeding that expected of normal faculty activity in the category.

EXCEEDS EXPECTATION: Documentation presented by the faculty member must demonstrate superior activity in the category for which this rating was awarded. The documentation must show that the faculty member exhibited a performance exceeding that expected of satisfactory activity.

MEETS EXPECTATION: This is the normal rating for a faculty member in a category for the year. The documentation demonstrates suitable activity in the category. Awarding of this rating indicates that the activity of the faculty member in this category was acceptable and at a level expected for a member of the faculty.

NEEDS IMPROVEMENT: Assignment of this rating indicates that performance of the faculty member in this category was insufficient over the past year. This may be an indication that the activity was of insufficient quantity or quality but that, in any event, the faculty member should endeavor to improve activity in the category.

POOR: This rating is an indication that the faculty member demonstrated no activity or activity at an inferior level in the category during the past year. It would be expected that the faculty member would take immediate steps to improve performance in the category.

Candidates will be evaluated in the categories of teaching, scholarship and service as described below.

1. TEACHING

According to the Evaluation Criteria for the College of Technology, evaluation is based on activities supporting: (1) effective teaching and curriculum development, (2) student welfare, (3) professional growth and development.

1.1 Suggested (but not inclusive) means of demonstrating effective teaching and curriculum development include the following:

- 1.1.1 Student satisfaction as reported by the faculty/course evaluation instrument. Faculty should, on average, meet or exceed the college and university mean for their course evaluation summary report.
- 1.1.2 Effective classroom presentations or activities as demonstrated by innovative teaching methods, utilization of materials, lectures, laboratories, and/or special presentations.
- 1.1.3 Enhanced student learning demonstrated by evaluation of class performance.
- 1.1.4 Employment of the latest information regarding technological advances demonstrated through documented classroom presentations.
- 1.1.5 Effective class structures demonstrated through careful course sequencing, presentation of clear course objectives, and effective evaluation of student performance.
- 1.1.6 Effective curriculum development including program, course and/or laboratory revisions, course coordination, and preparation of special classroom materials or laboratory manuals.
- 1.1.7 Recognition of effective teaching in the form of teaching awards.
- 1.1.8 Participation in the development of interdisciplinary activities and/or courses

1.2 Activity in student success and welfare promotes an environment that is supportive of learning. Suggested means of demonstrating student success and welfare include:

- 1.2.1 Student advising regarding course selection, career opportunities, degree plan formulation, etc.
- 1.2.2 Participation in advising related activities such as registration, new student orientation, etc.
- 1.2.3 Participation in graduate student advising and service on graduate thesis/ project committees.
- 1.2.4 Interaction with students regarding college activities and policies.
- 1.2.5 Support of student organizations.

1.3 Professional growth and development enhances teaching by developing faculty who are not only knowledgeable in their subject but are aware of effective educational processes. This development could be demonstrated through the following items:

- 1.3.1 Participation in conferences, seminars related to educational improvement or academic development.
- 1.3.2 Enrollment in professional course and/or degree programs.
- 1.3.3 Consulting in discipline-related areas.
- 1.3.4 Related summer employment, such as teaching continuing education, adult education or other special classes.

2. RESEARCH, SCHOLARSHIP AND CREATIVE ACTIVITY

According to the Evaluation Criteria of the College of Technology, evidence of scholarship is based upon activity in three areas: (1) Research, Publications, and Creative Activity, (2) Research Funding, and (3) Scholarly Interaction.

2.1 Research, publications, and creative activity refer to the following type of activities. The priority and weight of the activity depend on the candidate's discipline. Research and publications refer to different types of scholarship activities, including but not limited to, the following examples. The priority and weight of the activity depend on the candidate's discipline.

- 2.1.1 Papers written and accepted by peer refereed journals and conferences.
- 2.1.2 Evidence that the faculty member has engaged in the development of innovative and original methods for teaching in her or his discipline and using the classroom as a laboratory to test and evaluate the results.
- 2.1.3 Evidence that the faculty member has engaged in research (basic and/or applied) and/or applications scholarship such as technology transfer, jointly sponsored industrial projects, and grants.
- 2.1.4 Papers written and accepted by trade and professional journals as appropriate to the discipline.
- 2.1.5 Books, tools, technology-based applications (i.e., apps), and other applied works will be considered.
- 2.1.6 Publications of the results of scholarly studies in teaching methodology.
- 2.1.7 Supervision of undergraduate and graduate research and theses.
- 2.1.8 Editorial or review activity, such as service as an editor or referee for a scholarly journal.
- 2.1.9 Patents and copyrights obtained while in the College on a full-time faculty appointment.

2.1.10 External recognition of technologically-based work as demonstrated through, for example, competitive awards; local, national or international prizes; and published works.

2.2 The pursuit of research funding is indicated by the following:

2.2.1 Grants awarded, including both research grant and in-kind grants, supporting scholarly activity.

2.2.2 Proposals written and submitted to funding agencies.

2.2.3 Other funding sources pursued such as industrial grants and in-kind donations.

2.3 Scholarly interaction can be indicated by the following:

2.3.1 Invited papers presented at professional conferences.

2.3.2 Contributed papers or scholarly products presented at professional conferences.

2.3.3 Conference activities such as an organizer, reviewer, moderator, committee membership, or other roles.

2.3.4 Recognition and awards for professional scholarly activity.

2.3.5 Exhibition of creative works developed while in a faculty appointment, e.g., juried and/or invited competitions and exhibitions of art, illustrations, graphics, and other scholarly products in the candidate's field.

2.3.6 Presentations before governmental or industry/business entities as subject matter experts.

3. SERVICE

According to the Evaluation Criteria for the College of Technology, evaluation of service is based on service to 1) the University and 2) professional organizations and the community. The type of services may include but is not limited to the following examples.

3.1 Service to the University/College/Department is demonstrated through participation and leadership in the following areas:

3.1.1 Department committee service/leadership.

3.1.2 College committee service/leadership.

3.1.3 University committee service/leadership.

3.1.4 Administrative duties in the College and/or University.

3.1.5 Participation in University activities such as special events, recruitment of faculty or students, etc.

3.1.6 Serving as a mentor for other faculty.

3.2 Service to professional organizations and the community contributes to the development of the disciplines and the recognition of the College and University. Such service can be demonstrated through:

3.2.1 Membership in professional organizations.

3.2.2 Offices held in professional organizations.

3.2.3 Sponsorship and/or participation in conducting professional meetings.

3.2.4 Membership on local, state and/or national committees.

3.2.5 Participation in community activities in the name of the University.

3.2.6 Representation of the University at community events.

3.2.7 Representation of the University on industry and/or school boards including advisory committees.

3.2.8 Representation on governmental bodies and panels as subject matter experts.

SECTION III: EVALUATION PROCESS

1. FACULTY ACTIVITY REPORT

The form in Attachment A presents the title page, table of contents, and structure of the Faculty Activity Report. This form may be modified if implemented in electronic form to facilitate paperless handling.

Faculty will provide documentation of their activities using this report. The report must describe, summarize and reference activities for the review period using the Evaluation Guidelines in Section II of this document. It is not necessary to provide copies of actual work within the Faculty Activity Report; however, the work should be organized and available upon request.

2. PROCEDURE AND TIMETABLE FOR ANNUAL FACULTY REVIEW

October - December

The departmental faculty member shall determine with the department chair the faculty member's plan for the forthcoming review, whether it will be used for merit increment or as part of the faculty member's history.

March 31

The faculty member submits the Faculty Activity Report for the previous calendar year (spring, summer and fall semesters). Depending on the department bylaws, either an appointed committee and/or the department chair will review each faculty activity report. The report will be used to evaluate the faculty member for any merit increment for the forthcoming year. The report will be filed as academic history of the faculty member.

May 1

The department chair will prepare an evaluation summary for each faculty member (as shown in Attachment B) and submit it to the dean.

May 31

The dean will review the department chair's evaluation summary to determine the final recommendations. The recommendations will then be transmitted to the department chair to be discussed with each faculty member.

On/before September 1

The department chair will discuss with each faculty member the identified strengths and weaknesses; the chair will note those areas that need attention and provide guidance for improvement. The faculty member has the right to include comments on the form. The chair and faculty member will sign and date the form, and a copy will be provided to the faculty member and the chair will keep a record.

3. PROCEDURE AND TIMETABLE FOR THIRD-YEAR REVIEW

The Third-Year Review applies to faculty who begin employment at the University with fewer than two accredited years on the tenure track. The purpose of the Third-Year Review is to assist in the academic development of faculty on the tenure track and to determine the faculty member's potential for receiving tenure within the next three years. As a result of this review, the faculty member will be given direct feedback regarding (1) her/his performance in the areas of teaching, scholarship and service and (2) a decision as to the merits of continued association with the College. If it is apparent that there is little potential for tenure within three years, the faculty member may be recommended for a one-year terminal contract. Please review *Table 1: College of Technology Tenure and Promotion Timeline and Process* for timeline and process information.

A Third-Year Review is also *encouraged* for associate professors after two years from promotion. This would allow a focused review on progress the associate professor is making toward promotion to full professor rank. This review can happen at the department level, but can include the materials similar to the assistant professor third year review.

Third-Year Review Timeline and Materials

March 31

The department chair notifies the faculty member that she/he is to collect materials for the Third-Year Review process. These materials should include: (1) a composite Faculty Activity Report, (2) a current vita, and (3) any other documents supporting activities in teaching, service and scholarship.

Second Monday in May

Dean provides university, college and department guidelines, along with college and department timelines to faculty who will undergo mandatory 3rd year reviews

August 15

The faculty member submits Third-Year Review materials to the department chair. The review process will involve the Promotion and Tenure Committee at both departmental and college levels.

September 15

For assistant professor and associate professors hired without tenure: The department Promotion and Tenure Committee evaluates the faculty materials and prepares formal report to the department chair with recommendations that describe: (1) perceptions and recommendations regarding the candidate's potential for tenure, and (2) suggestions and /or feedback to be presented to the faculty member. As a result of this evaluation and discussion, it will be specified in a final report that either (a) the candidate is making satisfactory progress toward tenure, (b) the candidate has some specific weaknesses that must be addressed if the candidate expects to receive tenure at the end of his/her sixth year, or (c) the candidate has demonstrated no potential for tenure and should be recommended for a final year terminal contract.

For tenured associate professors: The department Promotion and Tenure Committee evaluates the faculty materials and prepares a formal report to the department chair with recommendations that describe: (1) perceptions and recommendations regarding the candidate's potential for promotion to full professor, and (2) suggestions and /or feedback to be presented to the faculty member. As a result of this evaluation and

discussion, it will be specified in a final report that either (a) the candidate is making satisfactory progress toward promotion to full professor, (b) the candidate has some specific opportunities for improvement that must be addressed if the candidate expects to be promoted to full professor. Additional post-tenure review processes exist at UH and are documented in appropriate locations including the Faculty Handbook. In the College of Technology, post-tenure review is a departmental process.

September 30

The department chair reviews the committee letter, evaluates the materials, and prepares a formal report with recommendations to the College Promotion and Tenure Committee that describe: (1) perceptions and recommendations regarding the candidate's potential for tenure, and (2) suggestions and /or feedback to be presented to the faculty member. As a result of this evaluation and discussion, it will be specified in a final report that either (a) the candidate is making satisfactory progress toward tenure, (b) the candidate has some specific weaknesses that must be addressed if the candidate expects to receive tenure at the end of his/her sixth year, or (c) the candidate has demonstrated no potential for tenure and should be recommended for a final year terminal contract.

October 30

The College Promotion and Tenure Committee reviews the department committee and department chair letter, evaluates the materials and prepares a formal report with recommendations to the Dean that describe: (1) perceptions and recommendations regarding the candidate's potential for tenure, and (2) suggestions and /or feedback to be presented to the faculty member. As a result of this evaluation and discussion, it will be specified in a final report that either (a) the candidate is making satisfactory progress toward tenure, (b) the candidate has some specific weaknesses that must be addressed if the candidate expects to receive tenure at the end of his/her sixth year, or (c) the candidate has demonstrated no potential for tenure and should be recommended for a final year terminal contract.

November 30

The department chair discusses the outcome of the Third-Year Review with the assistant professor/ associate professor (untentured)

If the recommendation is positive, the Third-Year Review process is concluded with the dean and chair/candidate interview.

If the dean/chair recommendation is negative, a terminal contract will be recommended and the materials will be submitted to the Provost's office by November 30.

A formal report of the results of the Third-Year Review (for assistant professors, associate professors without tenure) will be prepared by the dean and given to the department chair and the candidate. A copy of this report is to be retained in the faculty member's permanent file.

4. GUIDELINES AND TIMETABLE FOR PROMOTION/TENURE REVIEW

The University Promotion and Tenure Guidelines for tenure-track faculty are available on the Provost's website (<http://www.uh.edu/provost/policies/faculty/promotion-tenure/>) and on the College of Technology website. Faculty should consult the *Guidelines* each year to review the revised timeline; however, the

dates are captured in the College of Technology Promotion and Tenure Guidelines (Table 1). If there are differences in the College of Technology timeline compared to the Office of the Provost P&T guidance and process timeline, then deadlines established by the Office of the Provost should be observed.

Tenure-track and tenured faculty PT Guidelines, Process, and Timeline

The University Promotion and Tenure Guidelines and Promotion and Tenure Process and Timeline are included on the Provost's webpage. Faculty are expected to review this information to understand the promotion expectations, required materials and overall process. Faculty are encouraged to follow-up with their department chair if they have specific questions, and to use their annual performance review meetings (and additional meetings) to discuss progress toward tenure and promotion. Departments are also encouraged to assign each faculty a mentor or mentoring committee to support the faculty toward promotion success.

Promotion and tenure to associate professor is a mandatory review. Promotion to full professor is not a mandatory review, but associate professors are strongly encouraged to continue their progress in teaching, research/creative activity and service. For promotion to full professor, the associate professor may begin the process by notifying the department chair of their intention and should follow the Promotion and Tenure Guidelines described on the Provost website and the College of Technology's Tenure and Promotion Timeline and Process described in Table 1. A nomination by a department chair is not a requirement for submitting materials for promotion to full professor.

To ensure that all college-level materials are completed on time for the internal review, Table 1 presents the College of Technology's internal timeline and order of activities necessary to support the University requirements for participation in the promotion and tenure process. This internal timeline should be used as a guide in preparing promotion and tenure and must be completed by the College of Technology department chair, department committee, college committee, and dean. Please also note the following important reminders about the promotion and tenure process:

- The Department Chair is responsible for forming the department committee in accordance with department bylaws, enforcing the deadlines, and informing the college committee and dean at each stage of the process.
- The Dean's office is responsible for forming the college committee and submitting the candidates' package to the Provost's office by the deadline.

At each stage of the review process, the candidate is given five calendar days to respond to any negative decision.

Table 1. College of Technology Tenure and Promotion Timeline and Process

Task	Timeline
The department chair notifies the faculty member that she/he is to collect materials for the tenure and promotion. The candidate should start preparing the package	March 31
University P&T Guidelines are distributed to deans and department chairs.	May 1st
The Dean provides University, College, and Department guidelines, along with College and Department timelines, to faculty who will undergo mandatory reviews. The Dean or a designee submits electronic face sheets for mandatory promotion and tenure candidates.	2 nd Monday in May
The Chair identifies external reviewers and secures their agreement to participate in the external review.	May 31
The Candidate submits CV and representative works and those are sent to the external reviewers. Chair verifies completeness and accuracy of the package before sending it out for external reviews.	May 31
The external reviewers return their reviews.	August 1
The candidate completes and submits an electronic dossier for on-campus reviews.	August 15
The Department P&T Committee completes an independent review; candidate has an opportunity to respond at each step (e.g., reconsideration must occur before September 15).	September 15
The Chair completes an independent review; the candidate has an opportunity to respond at each step (e.g., reconsideration must occur before end of September).	September 30
The College P&T Committee completes its review; the candidate has an opportunity to respond (e.g., reconsideration must occur before end of October).	October 30
The Dean completes an independent review; the candidate has an opportunity to respond (e.g., reconsideration must occur before the end of November).	November 30
The Dean completes the candidate's dossier and informs the Office of Faculty Development and Faculty Affairs, Provost Office.	December 1

5. APPLICANT PORTFOLIO AND ELECTRONIC SUBMISSION

Thorough documentation should be submitted by the candidate as evidence for all items claimed in the candidate's vita. A candidate checklist is available on the Provost's website (<http://www.uh.edu/provost/policies/faculty/promotion-tenure/>)

Attachment A: FACULTY ACTIVITY REPORT (FAR)

COLLEGE OF TECHNOLOGY

Faculty Annual Activities Reporting

Expand All

Teaching
Research
Publications
Advising/Student Success
Service
Awards

DATE:	
EMPLOYEE:	
DEPARTMENT:	
RANK:	
YEAR JOINED UH:	<input type="text"/>
YEARS IN RANK:	<input type="text"/>
	<input type="button" value="Add"/>
MANAGER:	

Attachment B: FACULTY ACTIVITY REPORT (FAR) EVALUATION

College of Technology Faculty Evaluation System					
Faculty Name:					
Department:					
Dates Included: Calendar Year					
Evaluation Summary					
Faculty Evaluation Criteria					
	Poor	Needs Improvement	Meets Expectation	Exceeds Expectation	Exemplary
Teaching					
1.1 Effective Teaching/Curriculum Development					
1.2 Student Welfare					
1.3 Professional Growth and Development					
Research, Scholarship, Creative Activity					
2.1 Research, Scholarship, Creative Activity					
2.2 Research Grant Activity					
2.3 Scholarly Interaction					
Service					
3.1 Service to University					
3.2 Service to Professional Organizations & Community					
Comments:					
Signatures:					
Department Chair					
Faculty Member					