

UNIVERSITY of **HOUSTON**
PSYCHOLOGICAL, HEALTH, & LEARNING SCIENCES

**PHLS
PROMOTION AND TENURE
GUIDELINES**

Preamble

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 or tenure-track 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 for professional evaluation of tenured and tenure-track members of the University of Houston's Department of Psychological, Health, & Learning Sciences (Department) 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, teaching, and service by allowing flexibility in assigning relative weights to these three activities. Instead of prescribing a weighting scheme across activities, it is assumed that candidates for promotion will demonstrate a level of performance satisfying the Department's expectations for research, teaching and service as spelled out below.

The Department applies the highest standards in scrutinizing tenure and promotion of its faculty. These guidelines are intended not only to convey those standards but also to assert the autonomy of the department's judgment in their application. The Department's policy is to facilitate different academic talents and interests; therefore, these guidelines should be viewed as a reference point encouraging the faculty to further the knowledge of the discipline through quality research, teaching, and service.

Standards

The Committee will use the following examples for assessing excellence in three domains (i.e., scholarly achievement, teaching, and service):

A. Promotion to Associate Professor with Tenure:

✿ Scholarly Achievements:

- i. A demonstrated record of independent scholarship.** This could include peer-reviewed publications while in a tenure-track faculty position (e.g., a minimum average of 2 to 3 peer-reviewed publications per year) with a record that shows an increasing ratio of first-authored or senior-authored (notated on vitae and publication - typically the last author) publications at the end of the review period; a developing trend of publishing in journals with impact-factors greater than 1.0 and/or journals identified as being seminal in a respective sub-discipline (substantiated by journal rankings in a sub-discipline); the publishing of book chapters or edited books are welcome, but are not a substitute for the publishing of peer-reviewed journal articles.
- ii. Presentation of scholarship in relevant professional forums** [e.g., two or more first-authored or senior-authored (notated on vitae and presentation - typically the last author) national conference presentations per year].

- iii. A record of receiving **internal funding** [e.g., COE: FRGA; DOR: New Faculty Research Program Grants, Small Grants Program, GEAR, etc.] as the PI and evidence of pursuing and securing small to medium **external foundation and/or federal research grants** as an investigator [e.g., one award in excess of \$50K in direct cost expenditures with credit split, or a sustained record of funding totaling over \$100K with credit split].

✿ Teaching:

- i. A demonstrated record of high quality **teaching**. This includes standardized student course evaluations that are consistently at or above 4 out of 5 on the overall teaching effectiveness of the instructor. The expectation is that the candidate's teaching record will continue to improve and ultimately meet this expectation in the four semesters prior to tenure. The historical pattern of specific courses can be taken into consideration when evaluating student ratings.
- ii. In addition to standardized student course evaluations, excellence in teaching can be demonstrated by peer and/or external review that document the presence of effective instructional practices and cutting-edge materials, developing new courses that advance the Department's instructional mission, earning external teaching awards or other recognition for teaching excellence to name a few.

✿ Service:

- i. Chairing - and serving - on graduate student theses and dissertations with an appropriate time to completion, mentoring graduate students to publish their research in a peer-reviewed journal, and/or supporting the academic and professional success of undergraduate students.
- ii. A developing record of service to the candidate's program area and larger professional community [e.g., serving on committees in local, state, and/or national professional organizations, serving on journal editorial boards, serving on federal grant review panels, etc.].
- iii. Initial evidence of **community engagement** with the local community [e.g., board member, workshops, interventions, maintaining a professional license, etc.]. Activities in the community should be accompanied with performance measure of output (e.g., volume of work accomplished, amount of services delivered, materials developed, etc.) and indicators of outcomes (e.g., quantifiable assessments of benefits achieved - or changes - in the target population).

B. Promotion from Associate Professor to Full Professor:

✿ Scholarly Achievements:

- i. A demonstrated record of scholarship of **high-impact peer-reviewed publications** [e.g., journals with impact-factors greater than 2 and/or top identified journals in a respective sub-discipline, over 300 citations, h-index exceeding 10, etc.] with indication of sustained or increasing productivity. Additionally, the publication of books, edited books, and book chapters are welcome, but are not a substitute for the publishing of high-impact peer-reviewed journal articles.
- ii. A record of substantial, sustained, and highly competitive **external research funding** as an investigator with the full federally negotiated indirect cost recovery or the equivalent [e.g., NIH R01; ACF, CDC, HRSA, IES, NSF, or

- SAMHSA grant in excess of \$1M in direct costs with credit split, or a sustained record of funding totaling over \$3M in direct costs with credit split].
- iii. **Presentation** of scholarship in relevant national and international professional forums [e.g., two or more first-authored or senior-authored (notated on vitae and presentation = typically the last author) national conference presentations per year].

✿ Teaching:

- i. A demonstrated record of **teaching excellence**. This includes maintaining standardized student course evaluations that are consistently at or above 4 out of 5 on the overall teaching effectiveness of the instructor. The historical pattern of specific courses can be taken into consideration when evaluating student ratings.
- ii. In addition to standardized student course evaluations, excellence in teaching can be demonstrated by peer and/or external review that document the presence of effective instructional practices and cutting-edge materials; developing new curriculum tracks, certificates, and/or programs that advance PHLS's instructional mission; and/or earning external teaching awards or other recognition for teaching excellence to name a few.

✿ Service:

- i. Chairing - and serving - on graduate student theses and dissertations with an appropriate time to completion, mentoring graduate students to publish their research in peer-reviewed journals, actively participating in required accreditation activities, and/or supporting the academic and professional success of undergraduate students.
- ii. A record of **professional service** of high quality and recognized value within the candidate's program area, Department, University, and the larger professional community [e.g., named Fellow, senior journal editor, officer in a national organization, membership on a foundation or federal grant review panel, etc.].
- iii. Evidence of sustained and **impactful community engagement** with the local community [e.g., president, board member, workshops, interventions, maintaining a professional license, etc.]. Activities in the community should be accompanied with performance measure of output (e.g., volume of work accomplished, amount of services delivered, materials developed, etc.) and indicators of outcomes (e.g., quantifiable assessments of benefits achieved – or changes to – the target population)

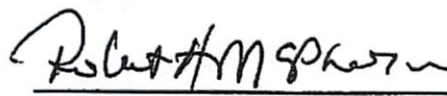
Approval Record:

Approved by PHLS Faculty (5/21/15 @ 70.6% approval), Department Chair (5/21/15), COE Dean (5/29/15), and the Office of the Provost (12/16/2015)

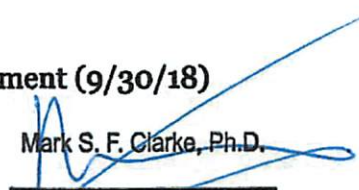
Revision Record:

Added approval (inclusive of vote) and revision record to document (9/30/18)

Signature record:

 9/30/18

 COE Dean Signature Date


 Mark S. F. Clarke, Ph.D.
 Associate Provost
 Faculty Development & Fac. Affairs

 Provost/Rep Signature Date

2/6/19