



**PROMOTION AND TENURE  
GUIDELINES**

**Psychological, Health, and Learning Sciences Department  
College of Education**



## **Preamble**

Departmental Promotion and Tenure (P&T) guidelines and policies are subject to policies promulgated at the college and university levels. 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 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.

The guidelines for professional evaluation of tenured and tenure-track members of the University of Houston's Department of Psychological Health, and Learning Sciences (PHLS) are prepared as a general document without reference to individuals or configuration of accomplishments. 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.

The purpose of the Department's policy is to facilitate different academic talents and interests; therefore, these guidelines should be viewed as a reference point encouraging faculty to further the knowledge of the discipline through quality research, teaching, and service. Instead of presenting 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 described below.

The PHLS P&T Committee will use the following examples to assess excellence in three domains (i.e., scholarly achievement, teaching, and service).

### **I. Promotion to Associate Professor with Tenure**

#### **A. Scholarly Achievements**

1. A demonstrated record of independent scholarship. This could include peer-reviewed publications (e.g. an average of 2 to 3 peer-reviewed publications per year) that show an increasing ratio of first-authored or senior-authored publications (notated on vitae and publication - typically the last or first-professional author) at the end of the review period; a developing trend of publishing in journals recognized by their impact-factors and/or identified as well-regarded journals in a respective discipline or subdiscipline. In addition, the quality and impact of scholarship can be demonstrated by earning research excellence awards or prizes, development of other scholarly products (e.g., patents, intervention curriculums, technology-based apps such as statistical macros, shiny apps, R packages), and the publication of scholarly or methodological books, book chapters, or edited books.

2. Presentation of scholarship in relevant professional forums (e.g., two or more first-authored or senior-authored national conference presentations per year, typically notated on vitae and presentation abstract submission as the last or first professional author).
3. A record of receiving internal funding (e.g., COE: Faculty Research Grant Award; DOR: New Faculty Research Program Grants, Small Grants Program, GEAR, etc.) as the Principal Investigator (PI), and/or Multiple Principal Investigator (MPI), and/or Co-Principal Investigator (Co-PI) and/or Coinvestigator (Co-I)\* and/or evidence of pursuing and/or securing external grants as an investigator (e.g. PI, MPI, Co-PI, Co-I) for discipline-relevant research, program evaluation and/or training activities.

\*The terms PI, MPI, Co-PI, and Co-I may be defined differently by funding agencies such as NIH, NSF, IES, HRSA USDA and foundations.

#### B. Teaching

1. A demonstrated record of high-quality teaching. This includes standardized student course evaluations that are consistently at or above average (3 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 students' ratings.
2. Additional evidence of excellence in teaching may include 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 and/or other recognition for teaching excellence.
3. Serving as chair and/or member of graduate students' theses and dissertation committees, mentoring undergraduate and/or graduate students to present/publish their research in professional conferences/peer-reviewed journals, and/or supporting the academic and professional success of undergraduate students.

#### C. Service

1. A developing record of service to the candidate's program area, department, college, or university and/or larger professional community (e.g., serving on committees in local, state, and/or national professional organizations, serving on journal editorial boards and/or federal grant review panels).
2. Initial evidence of community engagement at the local, state, national and/or international level (e.g., board member; statistical, psycho-educational, health-related, school and/or community activities workshops and/or interventions; maintaining a professional license).

## II. Promotion from Associate Professor to (Full) Professor

### A. Scholarly Achievements

1. A demonstrated record of scholarship in peer-reviewed journals (e.g., an average of 2 to 3 peer-reviewed publications per year) recognized by their impact-factors and/or identified as well-regarded journals in a respective discipline, or sub-discipline; impact of scholarship as indicated by number of citations and h-index, with indication of sustained productivity. In addition, quality and impact of scholarship can be demonstrated by earning research excellence awards or prizes (e.g., named Fellow of relevant professional organization), development of other scholarly products (e.g., patents, intervention curriculum, technology-based apps such as statistical macros, shiny apps, R packages), and the publication of scholarly or methodological books, edited books, or chapters.
2. Presentation of scholarship in relevant national and international professional forums (e.g., two or more first-authored or senior-authored national conference presentations per year, typically notated on vitae and presentation abstract submission as the last or first professional author).
3. A record of sustained, pursuit and receipt of external funding as Principal (PI), and/or Multiple Principal Investigator (MPI), and/or Co-Principal Investigator (Co-PI), and/or Coinvestigator (Co-I)\* for discipline-relevant research, program evaluation and/or training activities

\*The terms PI, MPI, Co-PI, and Co-I may be defined differently by funding agencies such as NIH, NSF, IES, HRSA USDA and foundations.

### B. Teaching

1. A demonstrated record of teaching excellence. This includes maintaining standardized student course evaluations that are consistently at or above average (3 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.
2. Additional evidence of excellence in teaching may include 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 the department's instructional mission; and/or earning external teaching awards or other recognition for teaching excellence.
3. Serving as chair or member of graduate student theses and dissertation committees, mentoring graduate, and/or undergraduate students to present/publish their research in professional conferences/peer-reviewed journals, actively participating in required accreditation activities, and/or supporting the academic and professional success of graduate and undergraduate students.

C. Service

1. A record of professional service of recognized value within the candidate's program area, department, college, university, and/or larger professional community (e.g., journal senior/associate editor, editorial board member, ad hoc journal reviewer, officer in a national organization, membership on a foundation or federal grant review panel, etc.).
2. Evidence of sustained and impactful community engagement at the local, state, national and/or international level (e.g., board president/member; statistical, psycho-educational, health-related, school/community activities, workshops and/or interventions; maintaining a professional license).

**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), COE Dean (11/09/18), and Provost Office signatures (2/6/19)

Revision to update the P&T policy document to be more inclusive of diverse academic disciplines within the PHLS department. Revision approved by PHLS Faculty (4/28/2023 @ 100% approval; 13 in favor, 0 against, 4 abstentions), Department Chair (4/28/2023), COE Dean (May 1, 2023) and Office of the Provost.

  
COE Dean Signature \_\_\_\_\_ May 1, 2023 \_\_\_\_\_  
Date

  
Provost Office Signature \_\_\_\_\_ June 22, 2023 \_\_\_\_\_  
Date