

UNIVERSITY of HOUSTON

PSYCHOLOGICAL, HEALTH, & LEARNING SCIENCES

NON-TENURE TRACK (NTT) FACULTY PROMOTION GUIDELINES

Preamble

This document provides guidelines for promotion of eligible Clinical, Instructional, and Research faculty in the Department of Psychological, Health, and Learning Sciences (Department). The University of Houston (University) Non-Tenure Track (NTT) Faculty Policy provides definitions, qualifications, appointment procedures, privileges, and expectations of Clinical, Instructional, and Research Faculty. A guiding principle of the University policy is that departmental guidelines/criteria may not be less rigorous than the University policy. Further, department policies are designed to be consistent with the University and College of Education (College) Policies pertinent to Clinical, Instructional, and Research Faculty.

Clinical, Instructional, and Research Faculty in the Department have varied expectations in teaching, administration, service, practice, and scholarship. The percentage of time spent in each area will vary by each Clinical/Instructional/Research Faculty members' duties in both their original contract and annual performance review letter. Like all faculty members, Clinical/Instructional/Research Faculty members who are candidates for promotion must demonstrate their effectiveness in these roles by their contributions to their academic areas. Faculty teaching effectiveness can be documented by a variety of teaching evaluations that demonstrate excellence in teaching and ongoing professional development that pushes the mission of the Department forward. Evidence for excellence in service can include significant contributions to departmental and college efforts; student achievement; campus-wide activities; external professional, state, national and/or federal organizations; and to the community at large. If scholarship is included in the faculty member's expectations, this scholarship can be documented by appropriate publications, presentations, and creative pedagogical and other contributions to their discipline, as detailed in the promotional guidelines for tenure track faculty.

According to the University NTT Policy, the following definitions apply to each type of NTT faculty. For Research Faculty: "Research faculty appointments are for persons who are primarily engaged in research activities and will be considered eligible for promotion." (p. 16). "Instructional Faculty appointments are for persons who are primarily engaged to teach full-time. In addition to their teaching responsibilities, Instructional Faculty members are also expected to significantly contribute either to service at the college, department, or university level, or to scholarly research" (p. 11). "Clinical Faculty appointments are NTT appointments for persons who are primarily engaged in client or field-based educational programs, or patient care. In addition to their teaching responsibilities, Clinical Faculty members also are expected to significantly contribute either to service at the college, department, or university level, or to scholarly research in the discipline" (p. 13).

These guidelines/criteria for the professional evaluation of Clinical, Instructional, and Research Faculty members of the 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 promotion. Rather, they suggest ways of evaluating accomplishments with an emphasis on teaching and service and consideration of scholarship, if applicable, by allowing flexibility in assigning relative weights to these activities. Instead of prescribing a weighting scheme across activities, it is assumed that candidates for promotion will demonstrate a level of performance that satisfies the Department's expectation for activities as spelled out below.

The Department applies the highest standards in its scrutiny of its faculty for purposes of promotion. These guidelines/criteria 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; thereby allowing flexibility in faculty accomplishments.

Departmental guidelines and policies are subject to policies promulgated at the college and university levels. In the case of promotion, guidelines provided by the Office of the Provost form the basis of all decisions. While a college or department may choose to implement more rigorous standards than those detailed in the university-level 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 faculty members aware in writing of not only the university university-level guidelines but also any college or departmental level policies or procedures that may impact their promotion.

Clinical Faculty Standards

The Non-Tenure Track Promotion Review Committee (Committee) will use the following examples for assessing excellence in two domains (i.e., teaching and service):

A. Promotion to Clinical Associate Professor With 3-Year Contract (assumes a minimum of 6 years of consecutive experience at the Assistant Professor level):

a. 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 for a 3-year period prior to submission of the candidate's dossier. The expectation is that the candidate's teaching record will improve across time as an Assistant Professor and ultimately meet this expectation in the six semesters prior to consideration of promotion materials. The historical pattern of specific courses (e.g., new preparation, experimental/innovative teaching strategy, required course versus elective course, courses that historically have lower ratings than the average departmental rating) should be taken into consideration when evaluating student ratings of teaching quality.**
- ii. A thoughtful statement of the faculty member's teaching philosophy that includes attention to their conceptualization of learning, conceptualization of teaching, goals for students, implementation of the philosophy, and a professional growth plan. The teaching philosophy should comprise a distinctive organizing vision and include examples of how this vision guides the faculty member's actions in the classroom. A teaching philosophy is generally up to 2 pages in length.**
- iii. In addition to standardized student evaluations of teaching effectiveness (see a.i. above), additional evidence of teaching effectiveness may be considered including peer observation of teaching behavior, self-evaluation of teaching and other information that provides a well-rounded basis for evaluation. Evidence of teaching excellence and innovation can be reflected in high quality course materials such as syllabi that detail clearly expectations for both students and faculty, as well as other supporting instructional materials that document the presence of effective instructional practices and cutting-edge materials. All of these materials can be subject to self and external review. The development of new courses that advance the Department's instructional mission and the earning of university, state, teaching or national awards or other recognition for teaching excellence are also potential indicators of quality instructional practice. Departmental rubrics for some of these variables may be developed.**

b. Service:

- i. A developing record of service to the candidate's program area and larger professional community (e.g., service to the College and University, service on committees in local, state, and regional professional organizations,**

serving on journal or conference review panels, etc.) including clinical engagement in the appropriate profession.

- ii. Evidence of engagement with the community at large (e.g., serving as a board member, providing workshops, providing intervention programs, maintaining a professional license, etc.). Activities in the community should be accompanied with performance measures of output (e.g., volume of work accomplished, amount of services delivered, number of people served, materials developed, etc.) and indicators of outcomes (e.g., quantifiable assessments of benefits achieved—or changes—in the target population).
- c. **Indicators:** To assist faculty in preparing their promotion dossier, the following list of possible indicators of teaching and service has been compiled. Please note that this list is not exhaustive and faculty members are not expected to demonstrate every indicator in order to be successful.

i. *Teaching Indicators for Promotion to Clinical Associate Professor With 3-Year Contract:*

1. **Excellent Syllabus Construction**

- a. Goals and objectives are clearly stated
- b. Communication protocols for faculty-student interaction are clearly stated
- c. Grading expectations are clearly stated
- d. Student responsibilities are clearly stated
- e. Schedule of activities are clearly stated
- f. Major course requirements are clearly stated

2. **Appropriate Student Feedback**

- a. Reasonable turnaround time for grading of major assignments
- b. Evidence of descriptive feedback
- c. Related student course evaluation items (e.g., "The instructor evaluated my work in a meaningful and conscientious manner," "My work was evaluated in a constructive manner.")

3. **High-Quality Assessments**

- a. Sample of rubrics provided for major materials
- b. Sample of grading guidelines for major materials
- c. Evidence that assessment is associated with course objectives for the assignment demonstrated through a sample for major assignments
- d. Peer/external observation of student engagement in coursework

4. **High Student Engagement**

- a. Sample of high-impact course materials
- b. Open-ended comments from students related to engagement/interest

- c. Peer review assessment concludes that course materials facilitate high engagement
 - 5. **Appropriate Use of Technology**
 - a. Explanation describing the technology used in the course
 - b. Sample of technology used in the course
 - c. Directions for a course assignment that integrates use of technology
 - 6. **Student Research Supervision**
 - a. Serving on an honors thesis or undergraduate research project
 - b. Serving on a master's thesis committee
 - c. Serving on a doctoral dissertation committee
 - 7. **Reflective Self Study**
 - a. Well-developed teaching philosophy that aligns with instructor's actual course delivery
 - b. Review of institutional course evaluations and evidence that adjustments were made as appropriate
 - c. Review of self-created materials and evidence that adjustments were made as appropriate
 - d. Evidence of internal quantitative assessment of teaching strategies (e.g., using a core content assessment in the course, surveying students about a particular strategy or assignment, soliciting mid-semester feedback from students, etc.)
 - e. Peer/external evaluation of teaching using both quantitative and qualitative assessments
 - f. Evidence of continued education in teaching pedagogy with adjustments made as appropriate
 - i. Attending seminars/workshops on teaching practice
 - ii. Documented use of the Writing Center or other resource to assist with rubric development or course development
 - iii. Documented use of the CITE Lab staff or other resource to assist with implementation and delivery of technology
 - 8. **Departmental, University, or State Teaching Award**
- ii. ***Service Indicators for Promotion to Clinical Associate Professor With 3-Year Contract:***
- 1. **Program Development** (as evidenced by a new certification program, track, major, minor, or degree program)
 - 2. **Curriculum Development** (as evidenced by a new course or heavily revised course offered previously)
 - 3. **Program Supervision as an Administrator** (e.g., Program Lead/Director)

4. **Delivery of a Local/State Seminar or Workshop**
5. **Local or State Conference Presentation** (pedagogical or research presentation, if not otherwise counted in scholarship)
6. **Officer of a Local or State Professional Organization or one of its Sections or Divisions**
7. **Mentoring**
 - a. Serving as a mentor for College Student Success programs or other structured mentoring program that advances Department, College, or University goals
 - b. Serving as a mentor/advisor for a local or national professional organization that provides exposure for Department or College (e.g., professional student organization advisor, APS mentor)
 - c. Receiving a mentoring award
 - d. Providing a workshop/seminar for graduate teaching assistants (e.g., PHLs professional seminar series or UH professional seminar series)
 - e. Serving as a mentor for university or national structured mentoring program (e.g., through professional organization) for graduate students or more junior professionals
 - f. Completing a peer observation of instruction or peer review of course materials
8. **Professional Development**
 - a. Attending seminars/workshops related to the primary teaching and/or practice area to remain current on the latest research and practice applications and maintain clinical skills
 - b. Engaging in research related to the primary teaching and/or practice area
 - c. Regularly updating course materials to ensure they are reflective of the current developments in the teaching and/or practice area
 - d. Obtaining or maintaining relevant certification, licensure, etc.
9. **Administration**
 - a. Serving as Program Director/Lead
 - b. Serving as Teaching Assistant Coordinator
 - c. Serving on a program, departmental, college, or university committee
 - d. Serving in another administrative or leadership role that advances the mission of the program, department, college, or university

B. *Promotion to Full Clinical Professor (assumes a minimum of 4 years of consecutive experience at the Associate Professor level):*

a. 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 for the 6-year period prior to submission of the candidate's dossier (not including the years during the assistant-level ranking, if applicable). The historical pattern of specific courses should be taken into consideration when evaluating student ratings as well as the integration of experimental/innovative teaching strategies.**
- ii. A thoughtful statement of the faculty member's teaching philosophy that includes attention to their conceptualization of learning, conceptualization of teaching, goals for students, implementation of the philosophy, and a professional growth plan. The teaching philosophy should also address the evolution in each of these areas that has occurred during the Associate Professorship. Overall, the teaching philosophy should comprise a distinctive organizing vision and include examples of how this vision guides the faculty member's actions in the classroom. A teaching philosophy is generally up to 2 pages in length.**
- iii. In addition to standardized student course evaluation, excellence in teaching should be evidenced by peer observation and self-evaluation products; instructional materials such as syllabi, and/or other instructional materials that document the use of effective instructional practices and cutting-edge materials; and/or developing new curriculum tracks, certificates, and/or programs that advance the Department's instructional mission. Earning national or international teaching awards or other recognition for teaching excellence are other possible indicators. Departmental rubrics for some variables may be developed.**

b. Service:

- i. A record of professional service of high quality and recognized value within the candidate's Program, Department, University, and the larger professional community (e.g., elected to an office in a state, national, or international professional organization; member of a program review panel [e.g., site visitor for APA, CACREP, NCFR, CAEP, etc.]; recipient of a state, national, or international mentoring award; recipient of a state, national, or international service award, etc.).**
- ii. Evidence of sustained and impactful community engagement with the community (e.g., serving as president of local state, or national organization; providing workshops and/or interventions; and maintaining a professional license, achieving advanced professional credentials such as board certification, etc.). Activities in the community or profession should be accompanied with performance measures of output (e.g., volume of work accomplished, amount of services delivered, number of people served, materials developed, etc.) and indicators of outcomes (e.g., quantifiable measures of benefits achieved—or changes to—the target population).**

c. **Indicators:** To assist faculty in preparing their promotion dossier, the following list of possible indicators of teaching and service has been compiled. Please note that this list is not exhaustive and faculty members are not expected to demonstrate every indicator in order to be successful. However, they should expect to be able to demonstrate national impact in some indicators.

i. **Teaching Indicators for Promotion to Clinical Full Professor:** It is expected that Clinical Faculty under consideration for promotion to Clinical Full Professor are able to demonstrate sustained teaching excellence expected at the Associate Professor Level in addition to evidence of substantial innovation in teaching. Potential indicators are provided below:

1. **Curriculum Development**
 - a. Development of new curriculum tracks
 - b. Development of new certificates
 - c. Development of new programs that support/advance the Department's and College's missions
2. **Multi-Modal Teaching**
3. **Project-Based Coursework**
4. **Team-Based Coursework**
5. **Innovative Teaching Strategy** (e.g., flipped classroom, jigsaw classroom, story telling, reflective responses to learner contributions, etc.)
6. **Serving as a Peer Mentor to Junior Faculty**
7. **Emerging/Experimental Teaching Strategy**
8. **Incorporation of New Technology**
9. **Incorporation of Service-Learning or Field-Based Learning** (into a course that is not traditionally field-based)
10. **Attending and Presenting Continuing Professional Education in Pedagogy and Specialty Content at State, National, and International Level**
11. **Teaching Award** (e.g., College, University, Local, State, National or International)

ii. **Service Indicators for Promotion to Clinical Full Professor:** It is expected that Clinical Faculty under consideration for promotion to Clinical Full Professor are able to demonstrate sustained service expected at the Associate Professor Level in addition to evidence of impactful service contributions. Potential indicators are provided below:

1. **Certification/Licensure Review Board Service**
2. **Academic Program Review Board Service at a leadership level** (e.g., APA, CHES, NCFR, CACREP)
3. **National/International Conference Presentation**
4. **Chairing a Symposium at a National or International Conference**
5. **Delivery of a National/International Seminar or Workshop**

6. **Establishment of Funded Community Partnership**
7. **Establishment of Teaching/Service/Training Funding**
8. **Scholarly Publication** (e.g., teaching pedagogy, area of expertise)
9. **Officer of a National/International Professional Organization or one of its Sections or Divisions.**
10. **Serving as Editor or Associate Editor of National Professional Journal.**
11. **Recipient of Service Award** (e.g., National, or International award related to community engagement, service, mentoring, etc.)

Note: As indicated earlier, if the Clinical Faculty member's contract includes expectations of scholarly activity, these activities will be judged by standards in departmental tenure-track guidelines.

Instructional Faculty Standards

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

B. Promotion to Associate Instructional Professor With 3-Year Contract (assumes a minimum of 6 years of consecutive experience at the Assistant Professor level):

a. 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 for a 3-year period prior to submission of the candidate's dossier. The expectation is that the candidate's teaching record will improve across time as an Assistant Professor and ultimately meet this expectation in the six semesters prior to consideration of promotion materials. The historical pattern of specific courses (e.g., new preparation, experimental/innovative teaching strategy, required course versus elective course, courses that historically have lower ratings than the average departmental rating) should be taken into consideration when evaluating student ratings of teaching quality.**
- ii. A thoughtful statement of the faculty member's teaching philosophy that includes attention to their conceptualization of learning, conceptualization of teaching, goals for students, implementation of the philosophy, and a professional growth plan. The teaching philosophy should comprise a distinctive organizing vision and include examples of how this vision guides the faculty member's actions in the classroom. A teaching philosophy is generally up to 2 pages in length.**
- iii. In addition to standardized student evaluations of teaching effectiveness (see a.i. above), additional evidence of teaching effectiveness may be considered including peer observation of teaching behavior, self-evaluation of teaching and other information that provides a well-rounded basis for evaluation. Evidence of teaching excellence and innovation can be reflected in high quality course materials such as syllabi that detail clearly expectations for both students and faculty, as well as other supporting instructional materials that document the presence of effective instructional practices and cutting-edge materials. All of these materials can be subject to self and external review. The development of new courses that advance the Department's instructional mission and the earning of university or state teaching awards or other recognition for teaching excellence are also potential indicators of quality instructional practice. Departmental rubrics for some of these variables may be developed.**

b. Service:

- i. A developing record of service to the candidate's program area and larger professional community (e.g., service to the College and University, service on committees in local, state, and regional professional organizations, serving on journal or conference review panels, etc.).**

- ii. Evidence of engagement with the community at large (e.g., serving as a board member, providing workshops, intervention programs, maintaining a professional license, etc.). Activities in the community should be accompanied with performance measures of output (e.g., volume of work accomplished, amount of services delivered, number of people served, materials developed, etc.) and indicators of outcomes (e.g., quantifiable assessments of benefits achieved—or changes—in the target population).
- c. **Indicators:** To assist faculty in preparing their promotion dossier, the following list of possible indicators of teaching and service has been compiled. Please note that this list is not exhaustive and faculty members are not expected to demonstrate every indicator in order to be successful.

i. *Teaching Indicators for Promotion to Instructional Associate Professor With 3-Year Contract:*

1. **Excellent Syllabus Construction**
 - a. Goals and objectives are clearly stated
 - b. Communication protocols for faculty-student interaction are clearly stated
 - c. Grading expectations are clearly stated
 - d. Student responsibilities are clearly stated
 - e. Schedule of activities are clearly stated
 - f. Major course requirements are clearly stated
2. **Appropriate Student Feedback**
 - a. Reasonable turnaround time for grading of major assignments
 - b. Evidence of descriptive feedback
 - c. Related student course evaluation items (e.g., "The instructor evaluated my work in a meaningful and conscientious manner," "My work was evaluated in a constructive manner.")
3. **High-Quality Assessments**
 - a. Sample of rubrics provided for major materials
 - b. Sample of grading guidelines for major materials
 - c. Evidence that assessment is associated with course objectives for the assignment demonstrated through a sample for major assignments
 - d. Peer/external observation of student engagement in coursework
4. **High Student Engagement**
 - a. Sample of high-impact course materials
 - b. Open-ended comments from students related to engagement/interest
 - c. Peer review assessment concludes that course materials facilitate high engagement

5. **Appropriate Use of Technology**
 - a. Explanation describing the technology used in the course
 - b. Sample of technology used in the course
 - c. Directions for a course assignment that integrates use of technology
 6. **Student Research Supervision**
 - a. Serving on an honors thesis or undergraduate research project
 - b. Serving on a master's thesis committee
 - c. Serving on a doctoral dissertation committee
 7. **Reflective Self Study**
 - a. Well-developed teaching philosophy that aligns with instructor's actual course delivery
 - b. Review of institutional course evaluations and evidence that adjustments were made as appropriate
 - c. Review of self-created materials and evidence that adjustments were made as appropriate
 - d. Evidence of internal quantitative assessment of teaching strategies (e.g., using a core content assessment in the course, surveying students about a particular strategy or assignment, soliciting mid-semester feedback from students, etc.)
 - e. Peer/external evaluation of teaching using both quantitative and qualitative assessments
 - f. Evidence of continued education in teaching pedagogy with adjustments made as appropriate
 - i. Attending seminars/workshops on teaching practice
 - ii. Documented use of the Writing Center or other resource to assist with rubric development or course development
 - iii. Documented use of the CITE Lab staff or other resource to assist with implementation and delivery of technology
 8. **Departmental, University, or State Teaching Award**
- ii. ***Service Indicators for Promotion to Instructional Associate Professor With 3-Year Contract:***
1. **Program Development** (as evidenced by a new certification program, major, minor, degree program, or track)
 2. **Curriculum Development** (as evidenced by a new course or heavily revised course offered previously)
 3. **Program Supervision as an Administrator** (e.g., Program Lead/Director)
 4. **Delivery of a Local/State Seminar or Workshop**

5. **Local or State Conference Presentation** (pedagogical or research presentation, if not otherwise counted in scholarship)
6. **Officer of a Local or State Professional Organization or one of its Sections or Divisions**
7. **Mentoring**
 - a. Serving as a mentor for College Student Success programs or other structured mentoring program that advances Department, College, or University goals
 - b. Serving as a mentor/advisor for a local or national professional organization that provides exposure for Department or College (e.g., professional student organization advisor, APS mentor)
 - c. Receiving a mentoring award
 - d. Providing a workshop/seminar for graduate teaching assistants (e.g., PHLS professional seminar series or UH professional seminar series)
 - e. Serving as a mentor for university or national structured mentoring program (e.g., through professional organization) for graduate students or more junior professionals
 - f. Completing a peer observation of instruction or peer review of course materials
8. **Professional Development**
 - a. Attending seminars/workshops related to the primary teaching area to remain current on the latest research
 - b. Engaging in research related to the primary teaching area
 - c. Regularly updating course materials to ensure they are reflective of the current developments in the teaching area
9. **Administration**
 - a. Serving as Program Director/Lead
 - b. Serving as Teaching Assistant Coordinator
 - c. Serving on a program area, departmental, college, or university committee
 - d. Serving in another administrative or leadership role that advances the mission of the program, department, college, or university

C. *Promotion to Full Instructional Professor (assumes a minimum of 4 years of consecutive experience at the Associate Professor level):*

- a. **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 for the 4-year period prior to submission of the candidate's dossier (not including the 6

years during the assistant-level ranking, if applicable). The historical pattern of specific courses should be taken into consideration when evaluating student ratings as well as the integration of experimental/innovative teaching strategies.

- ii. A thoughtful statement of the faculty member's teaching philosophy that includes attention to their conceptualization of learning, conceptualization of teaching, goals for students, implementation of the philosophy, and a professional growth plan. The teaching philosophy should also address the evolution in each of these areas that has occurred during the Associate Professorship. Overall, the teaching philosophy should comprise a distinctive organizing vision and include examples of how this vision guides the faculty member's actions in the classroom. A teaching philosophy is generally up to 2 pages in length.
- iii. In addition to standardized student course evaluation, excellence in teaching should be evidenced by peer observation and self-evaluation products; instructional materials such as syllabi, and/or other instructional materials that document the use of effective instructional practices and cutting-edge materials; and/or developing new curriculum tracks, certificates, and/or programs that advance the Department's instructional mission. Earning national or international teaching awards or other recognition for teaching excellence are other possible indicators. Departmental rubrics for some variables may be developed.

b. **Service:**

- i. A record of professional service of high quality and recognized value within the candidate's Program, Department, University, and the larger professional community (e.g., elected to an office in a state, national, or international professional organization; member of a program review panel [e.g., site visitor for APA, CACREP, NCFR, CAEP, etc.]; recipient of a state, national, or international mentoring award; recipient of a state, national, or international service award, etc.).
- ii. Evidence of sustained and impactful community engagement with the community (e.g., serving as president of local state, or national organization; providing workshops and/or interventions; and maintaining a professional license, achieving advanced professional credentials such as board certification, etc.). Activities in the community or profession should be accompanied with performance measures of output (e.g., volume of work accomplished, amount of services delivered, number of people served, materials developed, etc.) and indicators of outcomes (e.g., quantifiable measures of benefits achieved—or changes to—the target population).

- c. **Indicators:** To assist faculty in preparing their promotion dossier, the following list of possible indicators of teaching and service has been compiled. Please note that this list is not exhaustive and faculty members are not expected to demonstrate every indicator in order to be successful. However, they should expect to be able to

demonstrate national impact in some indicators.

i. ***Teaching Indicators for Promotion to Instructional Full Professor:*** It is expected that Instructional Faculty under consideration for promotion to Instructional Full Professor are able to demonstrate sustained teaching excellence expected at the Associate Professor Level in addition to evidence of substantial innovation in teaching. Potential indicators are provided below:

1. **Curriculum Development**
 - a. Development of new curriculum tracks
 - b. Development of new certificates
 - c. Development of new programs that support/advance the Department's and College's missions
2. **Multi-Modal Teaching**
3. **Project-Based Coursework**
4. **Team-Based Coursework**
5. **Innovative Teaching Strategy** (e.g., flipped classroom, jigsaw classroom, story telling, reflective responses to learner contributions, etc.)
6. **Serving as a Peer Mentor to Junior Faculty**
7. **Emerging/Experimental Teaching Strategy**
8. **Incorporation of New Technology**
9. **Incorporation of Service-Learning or Field-Based Learning** (into a course that is not traditionally field-based)
10. **Attending and Presenting Continuing Professional Education in Pedagogy and Specialty Content at State, National, and International Level**
11. **Teaching Award** (e.g., College, University, Local, State, National or International)

iii. ***Service Indicators for Promotion to Instructional Full Professor:*** It is expected that Instructional Faculty under consideration for promotion to Instructional Full Professor are able to demonstrate sustained service expected at the Associate Professor Level in addition to evidence of impactful service contributions. Potential indicators are provided below:

1. **Certification/Licensure Review Board Service**
2. **Academic Program Review Board Service at a leadership level** (e.g., APA, CHES, NCFR, CACREP)
3. **National/International Conference Presentation**
4. **Chairing a Symposium at a National or International Conference**
5. **Delivery of a National/International Seminar or Workshop**
6. **Establishment of Funded Community Partnership**
7. **Establishment of Teaching/Service/Training Funding**
8. **Scholarly Publication** (e.g., teaching pedagogy, area of expertise)

9. Officer of a National/International Professional Organization or one of its Sections or Divisions.
10. Serving as Editor or Associate Editor of National Professional Journal.
11. Recipient of Service Award (e.g., National, or International award related to community engagement, service, mentoring, etc.)

Note: As indicated earlier, if the Instructional Faculty member's contract includes expectations of scholarly activity, these activities will be judged by standards in departmental tenure-track guidelines.

Research Faculty Standards

The Committee will use the following examples for assessing excellence in two domains of performance typically assigned to research faculty (i.e., research and service), with modifications as needed based on assigned effort and with consideration effort in other areas (e.g., teaching, administrative roles) as specified in the faculty member's contract:

1. *Promotion to Associate Research Professor (assumes a minimum of 6 years of consecutive experience at the Assistant Research Professor level):*

a. Scholarly Achievements:

- i. A coherent line of research and demonstrated record of independent scholarship with increasing impact and professional recognition. This includes peer-reviewed publications while in a research faculty position at UH (e.g., a minimum average of 4 to 6 peer-reviewed publications per year with 80% effort on research, and publication expectations adjusted to match budgeted research time) with a record demonstrating 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; and 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). Note that the publishing of book chapters or edited books is welcome but is not a substitute for the publishing of peer-reviewed journal articles.
- ii. Assuming leadership roles (e.g., first author or senior author- as noted in vitae or presentation) in presentations of scholarship in peer reviewed professional forums (e.g., 4 or more peer-reviewed national conference presentations for a faculty member with 80% effort).
- iii. A consistent record of receiving internal and/or external funding sufficient to cover the faculty member's required salary on grants is expected. A record of receiving salary funding from grants or contracts as the principal investigator is desirable, but any combination of roles to maintain required salary on grants is acceptable.
- iv. Evidence that salary on grants for the year following the promotion is sufficient to cover the expenses associated with the adjusted promotion pay rate. The only exception to the year by year contract for Research Associate Professors is if the position is base-funded.

b. Service:

- i. Student or trainee mentorship can function as service activities, as specified in the faculty member's contract
 1. Serving on graduate student theses and dissertations committees.
 2. Mentoring students and/or postdoctoral fellows to publish research in peer-reviewed journals.
 3. Mentoring students and/or postdoctoral fellows to present at professional conferences.
- ii. A developing record of service to the candidate's Program, Department, College, University, 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. If a component of service is required in the faculty member's contract, initial evidence of **community engagement** (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).

2. Promotion from Associate Research Professor to Full Research Professor (assumes a minimum of 4 years of consecutive experience at the Associate Professor level):

a. Scholarly Achievements:

- i. A coherent line of research and 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. Note that the publication of books, edited books, and book chapters is welcome, but is not a substitute for the publishing of high-impact peer-reviewed journal articles.
- ii. Assuming leadership roles (e.g., first author or senior author- as noted in vitae or presentation) in presentations of scholarship in peer reviewed professional forums (e.g., 4 or more peer-reviewed national conference presentations for a faculty member with 80% effort).
- iii. A consistent record of receiving internal and/or external funding sufficient to cover the faculty member's required salary on grants is expected. A record of receiving salary funding from grants or contracts as the principal investigator is desirable, but any combination of roles to maintain required salary on grants is acceptable.
- iv. A significant portion of external funding with the **full federally negotiated indirect cost recovery** or the equivalent (e.g., NIH R01; ACF, CDC, HRSA, IES, NSF, or SAMHSA) is expected.
- v. Evidence that **salary on grants** for the year following the promotion is sufficient to cover the expenses associated with the adjusted promotion pay rate. The only exception to the year by year contract for Research Associate Professors is if the position is base-funded.

b. Service:

- i. Student or trainee **mentorship** can function as service activities, as specified in the faculty member's contract.
 1. Serving on graduate student theses and dissertations committees.
 2. Mentoring students and/or postdoctoral fellows to publish research in a peer-reviewed journals.
 3. Mentoring students and/or postdoctoral fellows to present at professional conferences.
 4. Providing grant support for graduate students or post-doctoral researchers.
- ii. A record of **professional service** of high quality and recognized value

within the candidate's Program, 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. If a component of service is required in the faculty member's contract, evidence of sustained and **impactful community engagement** (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 majority vote (89% approval): 10/06/17; Approved by PHLS Chair Dr. Reitzel: 10/06/17; Approved by Dean McPherson: 10/20/17; Sent to Provost Office for approval: 10/20/17

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Revision to add approval and revision record: 9/30/18

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Revision to include paragraph deferring to university level policies: 9/30/18

Signature record:

Robert McPherson — 10/09/18

COE Dean Signature

Date

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

Provost/Rep Signature

2/6/19
Date