

# Expectations for Tenure and Promotion of Faculty

*(revised July 28, 2014)*

## REGULAR TITLE SERIES FACULTY

Faculty in the Regular Title Series are expected to be effective teachers and mentors, innovative and productive researchers, and committed through their service to the betterment of the academic, professional and public communities. Evaluation for tenure and promotion will be based on assessment of the extent to which the faculty member meets expectations in these three domains.

### ***Tenure and Promotion to Associate Professor***

Research: Faculty are expected to establish a program of research with clear short-term and long-term goals. The research program should result in independent, sustained empirical research of high quality. With respect to evaluation of research, there are several potential sources of evidence of research excellence. The profile of indicators is not expected to be identical across candidates; candidates are expected to include whatever information is available and relevant to their evaluation.

Research excellence may be demonstrated by a variety of means, including some combination of the considerations listed below.

- Several first authored, empirical articles in top-tier journals
- Record of sustained research productivity
- Letters of strong support from prominent researchers in the candidate's field
- Extramural funding proposals that receive competitive priority scores
- Any indicators of impact on the field, including: citation indices, invited presentations or chapters, recognition of accomplishments in publications (e.g., cited in an article as one of top new researchers in the field)
- Awards for research excellence
- Participation in research review process, including: grant review panels, regular involvement in manuscript review for top-tier journals (e.g., editor, associate editor, editorial board).
- Successful mentoring of students with respect to student research accomplishments, such as student authorships, competitive fellowship awards, and other research awards.

Teaching: The successful candidate for promotion to Associate Professor with tenure will demonstrate a consistent record of effective and committed teaching and mentoring of both undergraduate and graduate students. With respect to evaluation of teaching and mentoring, there are several potential sources of evidence of teaching and mentoring excellence. The profile of indicators is not expected to be identical across candidates; candidates are expected to include whatever information is available and relevant to their evaluation.

Effective and committed teaching of undergraduate students may be assessed by a variety of means, including some combination of the sources of information listed below.

- Quantitative ratings by students of course quality and teaching effectiveness
- Letters from students
- Letters from teaching assistants
- Letters from peers who have observed the candidate's teaching and/or the impact of the candidate's teaching on student performance
- Awards for teaching accomplishments
- Participation in opportunities to improve teaching (e.g., workshops, conferences on teaching)
- Scholarship on teaching (e.g., articles, chapters or books related to teaching)

Effective and committed mentoring of undergraduate students may be assessed by a variety of means, including:

- Letters from students
- Sponsorship of students in independent research projects (e.g., PSY 395 & 495) and experiential education (e.g., PSY 399 & 499)
- Accomplishments of mentored students, such as research products (e.g., student authorships, student participation in conferences)
- Awards to mentored students

Effective and committed teaching of graduate students may be assessed by a variety of means, including:

- Quantitative ratings by students of course quality
- Letters from students
- Letters from peers who have observed the candidate's teaching and/or the impact of the candidate's teaching on student performance
- Awards for teaching accomplishments

Effective and committed mentoring of graduate students may be assessed by a variety of means, including:

- Letters from students
- Successful and timely progress of students in the program (i.e., Master's degree, completion of qualifying exams, Doctoral degree)

- Accomplishments of mentored students, such as research products (e.g., student authorships, student participation in conferences)
- Awards, fellowships and grants to mentored students

Service: Faculty should contribute as citizens of the Department, College, University, profession and community. There are many ways to make service contributions, including:

- Regular attendance at faculty meetings
- Conscientious service on assigned departmental committees
- Participation in regional and national professional organizations
- Participation in community organizations related to professional expertise
- Participation college and university committees

Although junior faculty have occasionally been asked to serve in departmental administrative roles (e.g., DGS or DCT), they are advised that they should not agree to such service unless it does not interfere substantially with their research mission. Similarly, junior faculty may occasionally have opportunities to serve the public or professional community, but they should undertake such responsibilities only if they do not interfere substantially with their research mission.

## ***Promotion to Professor***

There are important distinctions to be made in comparing the process of evaluating a faculty member for promotion to the rank of professor vs. evaluating a faculty member for promotion to associate professor. The list of indicators of the research, teaching and service missions is substantially the same; however, the weighting of indicators changes in important ways.

Research: In general, the successful candidate for promotion to professor will be recognized nationally or internationally for his or her research program. Letters from respected scholars in the field are important sources of information about a candidate's research prominence. In addition, it is expected that there will be other indicators of the candidate's maturity as a researcher. Common indicators include: service on grant review panels; editorial service to top-tier journals; book editing; awards for research accomplishments; indicators of impact on the field (e.g., citation indices, explicit reference to prominence by other researchers); extramural funding; invitations to speak at conferences and other research institutions. Evidence of continued productivity as a researcher is necessary, but not sufficient for promotion to professor. Rather, the candidate's research accomplishments must achieve national or international recognition.

Teaching: In general, the successful candidate for promotion to professor will continue to be an effective and dedicated classroom instructor. In addition, the candidate will demonstrate effectiveness as a mentor of graduate students beyond what can be expected of a junior faculty member. A mature faculty member is expected to consistently attract graduate students and successfully guide them through the doctoral program. In addition, the research, teaching, and career accomplishments of students is important evidence of the mentor's effectiveness. Common indicators of student accomplishments include: research productivity; grants and fellowships;

awards for teaching, research or service accomplishments; placement of the student upon completion of degree.

Service: Relative to a more junior faculty member, the successful candidate for promotion to professor will generally contribute more to the service mission, and the contributions will typically extend further beyond the Department. Thus, more experienced faculty members are more likely to participate in College and University committees, and more likely to take a leadership role. Within the Department, experienced faculty members are expected to take leadership roles on committees. An associate professor might also serve in an administrative capacity (e.g., DGS, DUS, Associate Chair, etc.). In that event, performance of administrative duties will be an important component of evaluation of a candidate for promotion.

## LECTURER SERIES FACULTY

### ***Appointment at the Rank of Lecturer***

It is expected that a successful candidate for a lecturer position will have a doctoral degree in a field of study appropriate to the discipline of the teaching assignment and demonstrated good teaching experience. Evidence of good teaching may be demonstrated by student ratings of instruction, letters from students, letters from peers who have observed the teaching of the candidate, awards for teaching performance, and other, similar documentation. In addition, a statement of teaching philosophy and practice should be submitted as part of the application process.

### ***Promotion to Senior Lecturer***

The successful candidate for promotion to Senior Lecturer will have accumulated five years of continuous service as a full-time lecturer within the department and will have demonstrated excellence in teaching, together with consistent, sustained contributions to the department, and continued engagement with the discipline or its pedagogy. With respect to evaluation of the above criteria, there are several potential sources of evidence. The lists below are meant to be representative, but not exhaustive. Also, the profile of indicators is not expected to be identical across candidates.

Excellence in teaching may be assessed by a variety of means, including some combination of the sources of information listed below.

- Quantitative ratings by students of course quality and teaching effectiveness
- Letters from students
- Letters from teaching assistants
- Letters from peers who have observed the candidate's teaching and/or the impact of the candidate's teaching on student performance
- Awards for teaching accomplishments
- Participation in opportunities to improve teaching (e.g., workshops, conferences on teaching)

- Scholarship on teaching

It is expected that a candidate for senior lecturer will have contributed substantially to the mission of the department. There are many ways to make sustained contributions, including:

- Regular attendance at faculty meetings
- Conscientious service on assigned departmental committees
- Sponsorship of students in independent research projects (PSY 395 & 495) and/or experiential education (PSY 399 & 499)
- Supervision of undergraduate or graduate students in applied or research areas.

Continued engagement with the field may be assessed by a variety of means, including:

- Active participation in conferences, workshops, professional organizations, and other public venues pertinent to the discipline or its pedagogy
- Published papers or presented research at conferences
- Application of research to applied problems in professional activities or practice

Reappointment: The lecturer or senior lecturer will have shown evidence of living up to his or her promise of excellence at teaching as evidenced by the teaching materials gathered as part of the FMER process and any additional information available to the Department such as information listed above in connection with "promotion to senior lecturer." The lecturer will also have a record of excellence in the performance of any assigned nonteaching responsibilities.

Nonrenewal of Appointment: The lecturer or senior lecturer will have failed to perform well as a teacher (or in his or her nonteaching responsibilities) as evidenced by the materials gathered as part of the FMER process and any additional information available to the Department such as information listed above in connection with "promotion to senior lecturer."

Terminal Reappointment: The lecturer or senior lecturer will have persistently failed to perform well as a teacher (or in his or her nonteaching responsibilities) as evidenced by the materials gathered as part of the FMER process and any additional information available to the Department such as information gained through classroom observation.

## **Expectations for Promotion of Faculty**

*(Revised October 17, 2022)*

### *CLINICAL TITLE SERIES*

The Department of Psychology trains outstanding graduate students in clinical psychology, who pursue careers in clinical settings (e.g., hospitals, private practice, community mental health), as well as in academic settings wherein they train additional future service providers. Clinical psychology doctoral students, under the supervision of faculty in the Department, gain invaluable training as therapists at the Harris Center, a community mental health clinic that provides high-quality therapy and assessment services to the Bluegrass region. Indeed, the Harris Center, provides important mental health service to the University and wider community. The position of Director of the Harris Center is critical to its success, both as a mental health facility and as the foundational training for our clinical graduate students.

The Harris Center Director is a 12-month, renewable, non-tenure track, Clinical Title Series position. The Director oversees the operation of the Harris Center, a community mental health clinic that offers evidenced-based outpatient treatment in individual and group treatment modalities, along with assessment services, to a diverse population throughout the Bluegrass region. The Harris Center is the primary practicum training site for our APA and PCSAS-accredited doctoral program in clinical psychology.

It is important that the initial position description carefully and explicitly states the responsibilities of the position. Also, if circumstances dictate a change in the position over time, any significant changes should be put in writing and maintained in the faculty member's file. The description of the duties associated with an CTS position will serve as the reference point in evaluating a CTS faculty member for promotion. The faculty member should ask for clarification at any point if they are not clear about what is expected of their position.

The Director is responsible for (a) providing administrative oversight and leadership to the clinic, including managing the facility and developing/implementing clinic policies and procedures that align with ethical and legal requirements (b) providing supervision/consultation to doctoral students, (c) planning professional development activities (e.g., clinical workshops) and teaching training-related graduate courses (e.g., ethics), and (d) conducting outreach to maintain community relations. Additionally, the Director (e) works in close collaboration with clinical psychology faculty to facilitate student/faculty research at the Harris Center, as well as to ensure foundational coursework is well integrated with the clinical training.

### ***Promotion to Associate Professor***

Faculty members in the Clinical Title Series in Psychology are expected to contribute in substantial ways to one or more of the major missions of the department (i.e., clinic administration; graduate training in clinical psychology; service; support of research programs in the department). The criteria for evaluation of these different missions are as broken down below.

Administration: Evaluation of the administration of the Harris Center will be based on several sources of information, including: effective oversight of graduate students in administrative roles at the Harris Center; competent oversight of evidence-based clinical services to the community by trainees at the Harris Center; effective and transparent management of finances at the Harris Center, consistent coverage of the “on-call” phone; evidence of positive relationships with relevant community, state, and national mental health organizations; successful facilitation of clinical research at the Harris Center. The list of relevant indicators includes:

- Practicum evaluations from graduate student therapists/administrators at the Harris Center
- Letters from students
- Letters from Clinical faculty who have observed the candidate’s direction of the clinic
- Clinic data on de-identified client demographics, diagnoses, average length of treatment
- Financial reports (at least twice per calendar year)
- Data on the number/type of research studies conducted at the Harris Center each year
- Data on the number of clinical workshops hosted by the Harris Center, along with the number of attendees
- Data on referral sources

Clinical Training: The graduate program in clinical psychology includes training in clinical skills. This training consists of supervision of students in clinical settings. The list of relevant indicators includes:

- Quantitative supervisor ratings by students in supervision
- Participation in opportunities to stay up to date on current clinical practices (e.g., workshop attendance)
- Maintenance of professional license
- Updated procedures and training at the clinic that reflect changing expectations in the field, evaluated by letters from Clinical Psychology Faculty.
- Students receive training in effective management of crises at the clinic.
- Students execute policies and procedures effectively for client care within legal and ethical requirements at the clinic as rated by student feedback on preparedness, student orientation workshops, documentation, and client outcomes.
- Improvements and innovations in the systems of care provided by students at the clinic.

Teaching: A Clinical Title Series faculty member may contribute to graduate education in the following ways: excellence in classroom teaching, including ethics and the graduate professional development seminar; development of new courses; development of extracurricular activities for clinical psychology doctoral students (e.g., advocacy group). With respect to evaluation, there are several potential sources of excellence in teaching. The profile of indicators is not expected to be identical across candidates; candidates are expected to include whatever information is available and relevant to their evaluation. The list of relevant indicators includes:

- Quantitative ratings by students of course quality and teaching effectiveness
- Letters from students
- Letters from teaching assistants (i.e., Assistant Director of Harris Center is a TA line)
- Letters from peers who have observed the candidate’s teaching and/or the impact of the candidates teaching on student performance
- Awards for teaching accomplishments
- Sponsorship of students in experiential education (e.g., PSY 399, 499)

- Participation in opportunities to improve teaching (e.g., workshops, conferences on teaching)

Service: Faculty should contribute as citizens of the Department, College, University, profession, and community. There are many ways to make service contributions, including:

- Regular attendance at faculty meetings
- Conscientious service on assigned departmental committees
- Participation in regional and national professional organizations
- Participation in community organizations related to professional expertise
- Participation on college and university committees

### ***Promotion to Professor***

The successful candidate for promotion to profession in the Clinical Title Series must make notable contributions to the missions of the department, consistent with the job responsibilities of the faculty member. This involves more than demonstrated excellence in job responsibilities; it involves establishing oneself in a leadership role with respect to some important aspect of the candidate's job. A list of possible contributions include (but are not limited to): exemplary performance in a leadership position (e.g., leadership as director of the training clinic in the program, within the community, or within Directors of Psychological Service Centers nationally around administration or training, service to broader field), outstanding contributions to graduate teaching such as generation of new classes, extended outreach in the areas of service to the commonwealth, connections with local providers, or higher-level outreach, or generation of new clinical revenue streams and supervision opportunities for/with students.