

## **Department of Psychology Promotion Guidelines for Clinical Track Faculty (27 APR 2022)**

### **Overview**

The Department of Psychology non-tenure earning Clinical Track exists for faculty whose principal assignment and duties are health service provision and professional training through supervision of graduate students and related activities. The assignment may also include scholarship focused on clinical and translational research and/or teaching. Clinical faculty are expected to participate in service at the institutional level and in promoting the field of clinical psychology in the community. While clinical faculty may also engage in other activities typical of tenured/tenure-earning faculty, including externally funded research, the focus of their efforts is clinical training and clinical care. Therefore, these faculty have a primary assignment in clinical service and clinical supervision, with the potential for additional departmental assignments.

The promotion path is intended to provide a practical and equitable process to validate the significant work of Clinical Professors, reward excellence, and encourage professional development. Clinical Professors are not required to seek promotion, and no penalty exists for an unsuccessful application for promotion.

Applicants are encouraged to refer to the university regulations regarding the Promotion of Full-time, Non-tenure-earning Research and Clinical Assistant and Associate Professors.

### **Activities/Expectations for Promotion**

Although the types of activities that form the basis of promotion evaluations are founded on the Department's Annual Evaluation Standards and Procedures (AESPs) in Teaching, Research, and Service, and thus overlap across ranks, the level of performance expectations are intended to be progressive in nature for promotion from (a) Clinical Assistant Professor to Clinical Associate Professor, and (b) Clinical Associate Professor to Clinical Professor. Thus, for example, the criteria for promotion to Professor require that a candidate must demonstrate evidence of sustained excellence that leads to peer recognition of one's achievements in the discipline at the regional, state, national, or international level.

It is the general expectation of all Clinical Faculty seeking promotion to maintain the following:

- Maintenance of licensure as a psychologist in the State of Florida
- Use of standard of practice guidelines for psychological and/or neuropsychological assessments. Use of evidence-based and best-practice treatment approaches where applicable
- Strict adherence to ethical guidelines
- Use of evidence-based best practices in supervision of students
- Strict adherence to ethical guidelines pertaining to diversity and culture-specific issues
- Service on relevant department, college, and/or university committees
- Collaboration on clinical teaching, service, and research with faculty and students

### **Performance Categories for Promotion**

Promotion to Clinical Associate Professor Requires *significant progress toward attaining distinction* in the faculty member's area(s) of assigned duties. Promotion to Clinical Professor requires *sustained distinction* in the faculty member's area(s). The criterion for promotion to Associate Clinical Professor is to demonstrate evidence of excellence that leads to peer recognition of one's achievements in the discipline at the regional, state, national, or international level. For promotion to Clinical Professor, it is sustained excellence in the above areas. Evidence for excellence (and, respectively, sustained excellence) in clinical practice, instruction, and supervision; teaching; research and creative activities; and service are considered and outlined below. The candidate does not have to check each of the below points, but the most effective presentation of one's candidacy may address each of these areas. It is incumbent on the candidate to demonstrate these efforts in their dossier materials. The dossier should also include a discussion of the candidate's scope of clinical practice to provide context for the supporting materials. Appropriate evidence may include, but is not limited to, these suggestions.

#### Clinical Practice, Instruction, and Supervision

- **Evaluations** (*insert or summarize as applicable*).
- **Summary of clinical performance/Peer Evaluations** (an appropriate analog to the letters of recommendation supporting tenure-track positions, such as having fellow practicum supervisors provide ratings on a standard peer rating form).
- **De-identified patient satisfaction scores, data, and feedback when appropriate** (*insert or summarize if applicable*).
- **Commitment to ongoing growth in clinical performance** such as: self-improvement activities, new skills acquired, role in new models of patient care, role in efficiency and quality of practice patterns, summary of creative works and activities related to patient care, quality of care metrics, clinical leadership, professional contributions, clinical publications, clinical presentations, awards/honors/nominations, certifications, medical staff membership, creation of new ongoing clinical programs or services, and other pertinent information.
- **Clinical Training and Education** such as: courses and workshops taught by faculty, clinical presentations at regional, national, and international conferences, etc.

#### Teaching

- Quality Design
  - Class materials, such as syllabi, and assignments
  - Quality/High Quality designation for W and M courses
  - High impact practices
  - Evidence of Learning Gains (e.g., pre/post-test evidence)
  - Student Perception of Instruction (SPIs) scores and comments
  - Peer evaluation of instruction
  - Instructional innovation
  - Evidence of instructor/student interaction (e.g., assignment feedback)
- Efforts to improve teaching
  - Attendance or presentations at conferences or workshops relevant to teaching, such as participation in Faculty Center for Teaching and Learning (FCTL) conferences

- Presentations at teaching conferences such as the National Institute on the Teaching of Psychology (NITOP), etc.
- Publications in Scholarship of Teaching and Learning (SOTL)
- Reflections on challenges and areas of growth in teaching/SPI reviews, including steps taken to address them
- Interaction with Students Outside the Classroom
  - Mentorship practices
  - Advising student organizations
  - Evidence of contribution toward student success (e.g., grad school acceptances, awards, scholarships, professional achievements, publications, letters of recommendation, etc.)
  - Inclusion of graduate students on scholarly articles for which the candidate is an author

Research & Creative Activities (This area is only evaluated if the faculty member has had a research assignment)

- Publication and presentation of research and scholarship in professional forums
- Discipline-specific evidence of significant research, scholarly, and creative activities
- Public scholarship and science communication beyond traditional conferences and presentations
- Publication, exhibition, and/or presentation of creative activity
- Proposal submission and/or acquisition of grants, contracts, awards, endowments, patents, and fellowships to support research and creative activities
- Inclusion of graduate students on scholarly articles for which the candidate is an author

Service

- Involvement and participation in departmental, college, and/or university-level committees and events
- Community outreach, teaching in the community or other community service relevant to one's area of expertise
- Contributions to the teaching/academic community, such as peer review for journals or conferences
- Letters of support from colleagues regarding one's contributions to the service mission of the department, college, university, and/or community
- Peer reviewer for scholarly publications
- Service on editorial boards
- Peer reviewer/grader for abstract submissions to extramural, regional, national, and international meetings
- Membership and leadership within scientific societies of the candidate's field
- Chair or moderator of sessions for clinical symposia at national meetings

**Clinical Professor Promotion**

Faculty seeking promotion to Clinical Professor are expected to have a higher level of *sustained* achievement than is required for promotion from Clinical Assistant to Clinical Associate. The following are representative achievements typical of the higher level of accomplishment

expected for faculty seeking promotion to Clinical Professor. As noted above, the following activities and accomplishments do not represent a checklist of items to be completed for promotion, and it is not expected that every item be fulfilled. Rather, these items represent examples that would provide evidence of the level of performance expected of an individual seeking promotion to a higher rank. It is incumbent on the candidate to demonstrate these efforts in their dossier materials.

It is expected that successful candidates for promotion to the rank of Clinical Professor will demonstrate substantial accomplishments consistent with promotion to Clinical Associate Professor above. In addition, consideration for promotion to Clinical Professor requires that candidates demonstrate additional achievements that are not typically expected, but may be displayed by candidates for promotion to Clinical Associate Professor. These additional activities may include:

- Achieving board certification
- State/National/International awards
- State/National recognition for curriculum/assessment/treatment development, evaluation, and/or integration
- Adoption of course materials, curricular designs, novel technologies, innovative clinical service, etc. by other institutions or serves as a model of clinical service
- Development, enhancement, or management of a model program/clinical service that is integral to the success of one's own department or other related departments or programs
- Development, enhancement, or management of a program that expands the services, productivity, revenue, and reputation of one's own department or other related departments or programs
- Serving as the editor or editorial board of peer-reviewed academic journals
- Authoring or editing academic articles, books, book chapters, or other scholarly works
- Generating and/or leading health service contracts with private, regional, state, or national organizations
- Mentorship of junior faculty
- Participation in leadership positions, or demonstration of active contribution to professional associations
- Development of new and innovative approaches to the clinical management of challenging clinical problems
- Participation in funded clinical research activities as a PI, Co-PI, or consultant