

DEPARTMENT OF PSYCHOLOGICAL SCIENCES

CRITERIA FOR PROMOTION TO THE RANKS OF
CLINICAL ASSOCIATE PROFESSOR AND CLINICAL PROFESSOR

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This document describes factors considered in decisions about promotion in the Department of Psychological Sciences. The official University policies, procedures, and criteria for promotion and tenure are stated in several documents available through links at <https://hhs.purdue.edu/faculty-staff/promotion-and-tenure/>. The criteria listed below are intended as useful information both for faculty seeking promotion and for members of the Department's Primary Committee and of the HHS Area Committee who are responsible for evaluating candidates' credentials. The criteria are not intended as a checklist for promotion. Instead, each criterion will be evaluated in the context provided by the full record.

The University policy on the appointment and promotion of clinical/professional faculty can be found at the link above. The policy states that clinical/professional faculty positions provide the University an opportunity to benefit from expertise of professional educators and to provide them with opportunities for career advancement. Clinical/professional faculty focus principally on excellence in instruction and engagement. In addition to instructional responsibilities on campus, clinical/professional faculty also may be professionals in a practice site and provide clinical education of students; collaborate and develop professional relationships with industry and governmental agencies; and/or coordinate internships, co-ops, service learning and other student activities outside the classroom.

Individuals appointed to clinical/professional faculty positions:

- Engage in activities aimed at improving clinical practice, teaching, and/or engagement
- Possess the appropriate educational background and practice expertise commensurate with the responsibilities of their specific appointment. Such qualifications are determined by each department.
- Possess professional licensure, when appropriate
- Participate in activities to enhance professional growth, including, but not limited to, participation in conferences and in-service training to enhance knowledge or skill in a particular area of specialty. During the course of appointment, responsibilities may be arranged to allow for more extended development opportunities. These opportunities are to be negotiated with department heads along with the dean.

As stated in the "West Lafayette Campus Promotion Policy – Clinical/Professional Faculty" (known informally as the "Provost's memo") dated April 29, 2022, "To be considered for promotion, a clinical/professional faculty member should have demonstrated excellence in teaching or engagement and related activities, and scholarly productivity in one of those areas." For most candidates, the primary basis for promotion will be consistent with the basis on which the candidates were originally hired, which is excellence in learning in most but not all cases. If consultations between the department head and other faculty suggest that a faculty member's responsibilities at the time of consideration for promotion justify placing primary emphasis on another mission area, that other area could be the primary basis for promotion. Discussions about changing a candidate's basis for promotion should include the candidate.

In addition, all promotion candidates should provide evidence of their commitment to active and responsive mentorship in their promotion documentation. Activities to be documented include mentoring, advising, and supporting the academic success of undergraduates, graduate students,

and/or postdoctoral scientists.

Finally, promotion candidates should explicitly highlight relevant accomplishments in the area of diversity, equity, and inclusion (DEI). Because DEI-related work contributes to excellence in all of the University's mission areas, candidates should report any relevant accomplishments in each section of their promotion document. DEI-relevant items may be embedded throughout each section or included in a separate subsection within each section. Some specific examples of DEI-related accomplishments are described below, and additional examples can be found in the document "Incorporating Diversity, Equity, and Inclusion (DEI) in Promotion Documents," which can be found at the link above.

Learning

All clinical/professional faculty who are candidates for promotion must present evidence of strength in teaching that effectively promotes student learning. Strength in teaching and learning will be evaluated on the basis of performance in classroom settings and contexts beyond classroom settings. Excellence in teaching and learning will be evaluated on this basis, as well as on the basis of demonstrated excellence in the scholarship of teaching and learning. In addition to the indicators described below, awards, honors, and other forms of recognition for teaching or mentoring can demonstrate a candidate's strength in teaching and learning.

Clinical/professional faculty have primary responsibilities in the areas of learning/teaching and engagement. Successful candidates for promotion must demonstrate *excellence* in at least one of the areas. In terms of teaching, clinical/professional faculty in the Department of Psychological Sciences may have a variety of roles, including meeting the programmatic need for clinical training and supervision of graduate students in clinical psychology, and teaching courses primarily for undergraduate students. Relevant indicators of excellence in classroom teaching are described in the sections below. Additional relevant indicators for clinical/professional faculty may include information from outside practicum sites on the preparation of students by the promotion candidate, and independent evaluations from faculty in similar positions at other universities.

Excellence in teaching may be demonstrated through the dissemination of the candidate's content expertise to the field. This includes publications of refereed articles in professional journals describing advances or best practices in classroom teaching or clinical training, or presentations on classroom teaching or clinical training to other educators.

For promotion to clinical associate professor, candidates should have a significant record of accomplishment as a faculty member, show promise of continued professional growth and recognition, and be developing national prominence in their field. For promotion to clinical professor, candidates should have an extremely high level of professional accomplishment and must be recognized by their peers at the national or international level. This includes endorsements from external reviewers attesting to the candidate's national status.

Classroom Teaching and Contributions to Curricula. In Psychological Sciences, successful candidates for promotion are expected to have a strong record of teaching undergraduate courses and graduate courses. There may be cases that justify greater involvement with one group of

students relative to the other; such cases should be evaluated in terms of the candidate's contribution to the broader teaching and mentoring mission of the department and university.

Successful candidates for promotion are also expected to make significant contributions to departmental course offerings. These contributions may be demonstrated through a range of indicators, including, but not limited to:

- The number and variety of courses taught
- Peer or expert evaluations of teaching, when available
- Student evaluations, interpreted cautiously because of published evidence of bias in such evaluations
- Contributions in course or curriculum development to address needs or gaps in undergraduate or graduate education
- Preparation of instructional materials

Advising and Mentoring Beyond Classroom Settings. Successful candidates should document their activities that show their commitment to active and responsive advising and mentoring by supporting the academic success of undergraduates, graduate students, and/or postdoctoral scientists.

Indicators of undergraduate student mentoring and support may include, but are not limited to, leading study abroad and other experiential or service-learning programs; serving as a mentor in campus programs; participating as an advisor to student organizations; supporting students in co-curricular and other activities; or engaging in efforts to improve the persistence and success of diverse populations of students.

Indicators of effective advising, training, and mentoring of graduate students or postdoctoral scientists may include personalized training efforts (e.g., supervising internships), or leading professional workshops on topics that pertain to success in an academic or research career (e.g., increasing teaching effectiveness).

The Scholarship of Teaching and Learning. Successful candidates will be expected to demonstrate excellence in the scholarship of teaching and learning in psychological sciences. Candidates will be expected to demonstrate a record of refereed publications and/or conference presentations related to teaching or clinical training, and/or have developed instructional innovations that have been adopted by other institutions. Examples of such innovations may also include a widely adopted and well-regarded textbook introducing a new framework, publications in pedagogical journals, instructional materials or media with wide adoption, or products that enhance student learning. Successful candidates will be developing (for promotion to associate professor) or have developed (for promotion to full professor) a national or international reputation on teaching or instruction. Indicators of reputation can include keynote addresses at national or international teaching conferences or invitations to deliver special workshops on pedagogy. In all cases, the impact of the individual's work should be well documented, considering that it will serve as the primary focus of review.

DEI-related Accomplishments. Some examples of DEI-related accomplishments in the area of

learning/teaching include but are not limited to: development/incorporation of DEI-related course content, participation as a mentor in a professional organization's program for facilitating the academic and professional success of underrepresented minority students, advising and/or mentoring students with historically marginalized identities to enhance and support their academic success, development/participation in a professional organization's DEI-related activities that promote academic and professional success, and development of initiatives that promote professional development and community building for graduate students with historically marginalized identities.

Engagement and Service

Excellence in engagement may be demonstrated through developing and implementing practices that improve people's lives, communities, and societies. Indicators of such impact are likely to be derived from contexts beyond academic disciplines.

Given Purdue's land-grant mission, it is expected that clinical/professional faculty will be professionally active beyond the University campus, for example, by contributing to articles written about research in national newspapers and magazines, giving talks to community or lay audiences, etc. In addition, all clinical/professional faculty are expected to contribute to service activities that sustain campus units and professional organizations.

With regard to *service*, the Primary Committee expects clinical/professional faculty to share in the support functions that are necessary to sustain academic units, research institutions, professional organizations, and funding agencies. Service to the department involves such activities as participating in the work of departmental committees and providing support for the department's undergraduate and graduate programs. Participation in comparable college- and university-level activities is also expected. Service to professional or governmental organizations can involve holding an official position or acting in other ways as a leader in state, national, or international societies.

Because the department is committed to facilitating the development of faculty, clinical assistant professors are expected to do only a modest amount of service activities, as compared with clinical associate and clinical full professors. Candidates for clinical full professor should exhibit demonstrable leadership in service to the department, university, or profession.

If clinical/professional faculty are considered for promotion based on their excellence in *engagement*, they would be expected to demonstrate a record of highly impactful engagement-related activities in which they played a crucial role. These activities might involve a partnership with a specific community or organization outside the university in which there is a mutually-beneficial exchange of knowledge. For example, these faculty might provide evidence of developing and implementing evidence-based programs, interventions, or techniques that have positively affected the quality of life of people in a community. Alternatively, they might have formed partnerships with community, government, or public sector organizations that resulted in new laws or policies that improved people's lives, or they have been a leader in organizations that promoted substantial changes in professional practice nationally and/or internationally.

For clinical/professional faculty, engagement excellence may be demonstrated through highly impactful outreach activities to providers and consumers of psychological services, as well as active involvement in professional associations. Particularly relevant indicators for clinical/professional faculty include, but are not limited to: the creation of new student opportunities within the community; holding community-focused roles in professional organizations; and offering presentations/workshops for providers, clients, and other stakeholders. As with tenured/tenure-track faculty, engagement excellence is evaluated primarily in terms of the positive impact of such activities on the relevant community or group, which should be documented. For example, the positive impact of workshops offered by a candidate could be documented through letters of support from community stakeholders, repeated invitations to offer workshops, and/or positive ratings from workshop attendees.

The impact of a candidate's engagement activities should be demonstrated through dissemination at a national level (e.g., national publications and presentations; technical reports written in collaboration with community or other partners; laws, policies, or standards for licensing). Dissemination is understood to be qualitatively different from the research reports required of tenured and tenure-track faculty in most cases. Publications that translate research for practitioners, entrepreneurs, business/industry leaders, and/or policy makers are valued in the scholarship of engagement. Connecting such practices with the appropriate markets (commercialization) may also further engagement with external stakeholders. Engaged scholarship may serve the land grant mission by working with government, schools, non-profits, business, and/or industry. Evidence of impact on policy may include being called to testify in legislative bodies or consulting work. Discussion of research in lay media may also be useful as evidence that research is being spread through indirect conduits that may ultimately influence practice.

Candidates for promotion to clinical associate professor should be developing national prominence in their field, and candidates for promotion to clinical professor should be recognized by their peers at the national or international level. National status may be demonstrated through endorsements by external reviewers and through leadership roles in national professional organizations.

DEI-related Accomplishments. Some examples of DEI-related accomplishments in the area of engagement and service include but are not limited to: development/participation in a professional organization's DEI-related activities, use of scholarly expertise related to DEI to help community partners achieve DEI-related initiatives, serving as a member of a DEI committee in one's professional society or in the department, college, or university, and serving as a sponsor/advisor for a campus academic minority affinity group.

Discovery

Discovery is not one of the primary activities expected of clinical/professional faculty. However, contributions to research programs are encouraged and may be reported in candidates' promotion documents as evidence of an additional area of strength.