

**PROCEDURES AND EVALUATIVE GUIDELINES  
FOR PROMOTION OF TERM FACULTY  
DEPARTMENT OF PSYCHOLOGY  
VIRGINIA COMMONWEALTH UNIVERSITY  
MARCH 3, 2016**

This document describes procedures and evaluative guidelines for the promotion of term faculty in the Department of Psychology.

**I. Definition of Term (Non-Tenure Track) Faculty**

VCU defines term faculty as follows (May 10, 2013 version):

“A term (non-tenure) appointment is a full-time appointment to the faculty for a specified mix of duties and does not lead to tenure. Term (non-tenure) appointments shall always be at the rank of professor, associate professor, assistant professor, or instructor. Term (non-tenure) faculty members shall hold the same rights and responsibilities specified in the Faculty Handbook as tenured or tenure-eligible faculty except they shall not be afforded tenure or tenure eligibility. When appropriate to the duties assigned to the faculty member holding a term appointment, modifiers as defined by the unit (e.g., Clinical Professor, Visiting Professor, Research Professor or Teaching Professor) should be used. A term (non-tenure) appointment may be for a period of one to five years and may be renewable. Conditions and notifications for non-renewal are to be specified in the contract letter for term (non-tenure) appointments. (Section 3.0)”

The College of Humanities and Sciences further defines term faculty as follows (HAS Promotion and Tenure document, January 2014 version):

“A term (non-tenure) appointment is defined by the University Promotion and Tenure Policies and Procedures as “. . . a full-time appointment to the faculty for a specified mix of duties and does not lead to tenure.”

**II. Guidelines for the Evaluation of Term Faculty**

Criteria for Promotion: University

VCU's Faculty Promotion and Tenure Policies and Procedures May 2014 Version (Web Version) states, “For faculty members holding term (non-tenure) faculty appointments, the criteria shall be applied in the evaluation for promotion as appropriate to the individual faculty member’s special mix of duties. All faculty members’ work plans are developed in accordance with the Faculty Roles and Rewards policy.” (Section 2.1)

Criteria for Promotion: College of Humanities and Sciences

The College of Humanities and Sciences Promotion and Tenure document (January 2014) specifies the following criteria for the promotion of term faculty:

“Each department will provide written guidelines for the promotion of term (non-tenure) faculty. Criteria for promotion of term faculty will be defined by departmental guidelines and based upon

the particular mix of the candidate's duties. Promotion materials must define how faculty efforts are partitioned among teaching, research and service. Titles may be modified by words such as *Teaching*, *Research*, or *Service* to indicate employee specific assignments and duties. Promotion procedures for term faculty to these ranks must include peer review, the specifics of which will depend upon the nature of the candidate's appointment. Promotion of term faculty to Teaching Assistant Professor, Teaching Associate Professor or Teaching Professor shall require a rating of *Excellent* in teaching. Promotion of term faculty to Research Assistant Professor, Research Associate Professor or Research Professor shall require a rating of *Excellent* in scholarship. Promotion of term faculty to Service Assistant Professor, Service Associate Professor or Service Professor shall require a rating of *Excellent* in service. Candidates in these groups must have a minimum rating of Satisfactory in other categories for which they have assigned duties."

#### Criteria for Promotion: Department of Psychology

In keeping with VCU policies, the Department of Psychology weighs the contributions of different types of Term Faculty as follows:

- A. For teaching faculty on a term appointment, research is encouraged, but not required. Thus, no research contributions are expected, and any research contributions are considered exceptional. Depending on the amount and quality of research, ratings of Very Good or Excellent may be earned. Teaching faculty on term appointments are expected to excel in teaching, earning evaluations of Excellent in their promotion reviews. Excellence in Teaching is the absolute criterion for promotion. Some departmental service is required.
- B. For research faculty on a term appointment, teaching is encouraged but not required, and any teaching contributions are considered exceptional. Depending on the quality and quantity of teaching, ratings of Excellence or Very Good may be earned. Research faculty on a term appointment are expected to excel in research, earning an evaluation of Excellent in their promotion reviews. Evaluation of quality and quantity of research will be according to the same standards as with tenure-track faculty at the same academic rank and will follow the same procedures. Some departmental service is required. (Because research faculty in term appointments are usually employed by grant funds, the Principal Investigator should be in agreement concerning the research faculty member's participation in university service.)

In summary, the Department of Psychology requires term faculty to provide some service to the department. The Department of Psychology has one unique term appointment, the Director of the Center for Psychological Services and Development. Guidelines for promotion within this position are treated in a separate section at the end of this document.

## Procedures

In cases of considering promotion from Assistant Professor (term appointment) to Associate Professor (term appointment) and considering promotion from Associate Professor to (full) Professor (term appointment), the same procedures will be followed as for promotion of tenure-track faculty with a few exceptions. That is, a peer committee will be formed with the same composition as those considering tenure-track faculty, and it will be the responsibility of this committee to conduct the primary evaluation of the candidate. As outlined in the College of Humanities and Sciences guidelines (section 7.1.1), “peer committees for term faculty must include at least one term faculty member as the promotion rank or above. If there are an insufficient number of individuals within the department to fulfill these requirements, individuals from a similar department either within the University or from an external institution may be selected.”

In the case of considering promotion from Instructor (term) to Assistant Professor (term), the Department’s standing Personnel Committee will act as the peer committee. Exceptions to the similarity with consideration for tenure track faculty are (1) for Teaching faculty with term appointments, no external referees of research will be invited to review scholarship unless the teaching faculty member presents evidence of publication activity (then, only two external referees are required to provide evaluation) and (2) for Research faculty with term appointments, no student surveys of teaching or other detailed assessments of teaching are required unless the research faculty member presents evidence of teaching activity. In all cases, the Chair of the Department will conduct an independent evaluation of the candidate for forwarding to the Dean, as is the case with the evaluation of tenure-track faculty. As in the case of tenure-track faculty, the whole faculty of the Department does not vote on promotion decisions.

### **Promotion from Instructor to Assistant Professor (term appointment)**

A promotion from the rank of instructor to assistant professor may or may not involve a transition from term to tenure-eligible status. As outlined in the University Promotion and Tenure Guidelines (Section 3.3) “Transfers from term appointment to tenure track position must follow the VCU Guidelines for Faculty Transfers (see [VCU Guidelines for Faculty Track Transfers](#)). All policies outlined in this document apply to tenure track positions that transfer from term appointments.”

In either the case of promotion to assistant professor (term appointment) or assistant professor (tenure-track) the criteria and procedures will be the same. The candidate is expected to perform satisfactorily all required academic duties and to hold promise for further academic development. The department chair will make a recommendation to the dean, and the College Promotion and Tenure Committee will not participate in the process.

Therefore, in considering promotion to Assistant Professor (term appointment), the Department’s Personnel Committee will evaluate the candidate in the areas of research, teaching, and service using the criteria and data as for promotion to Associate Professor or Professor for term appointments set out below. To be promoted, the candidate must receive “Satisfactory” ratings in all three areas, and must be rated as showing promise for further academic development in the candidate’s area of specialization, Teaching or Research.

## Promotion to Teaching Associate or Full Professor (term appointments)

Similar to the guidelines for tenure-track faculty, teaching is evaluated on a number of criteria. Candidate expertise is indicated by accomplishments in the following, non-mutually exclusive, categories:

1. Involvement in teaching. Candidates should describe all their instructional and training activities, including:
  - ❖ Undergraduate courses taught (including honors sections)
  - ❖ Graduate courses taught (including research and therapy practica)
  - ❖ Graduate student mentorship
  - ❖ Independent study and internship supervision
  - ❖ Honors, thesis, and dissertation committee memberships
  - ❖ Honors, thesis, and dissertation committee chairpersonships
  - ❖ Guest lectures, colloquia, presentations to student groups
  - ❖ Special forms of teaching (e.g., public teaching, workshops)
  - ❖ Community-engaged teaching
2. Appropriate teaching practices. Candidates should submit a teaching portfolio that documents their teaching methods and practices. This portfolio should include a personal statement of educational philosophy as well as copies of materials used in classes.
3. Classroom performance. The Department uses the standardized student ratings of instruction as one index of students' perceptions of teaching effectiveness. Candidates should administer these forms in all classes in both Fall and Spring semesters, and they should follow the testing guidelines scrupulously to insure the integrity of the responses. Candidates should provide, at minimum, the medians on the summative items dealing with course evaluation, instructor evaluation, and learning rate. Candidates are also encouraged to provide a written annotation of these data that describes any special conditions that should be taken into account when interpreting the data. (e.g., type of course, was the course required). The peer committee may also elect to survey students and/or former students via email, mail or interview. Such surveys must protect the anonymity of the responding students, and the peer committee will interpret cautiously data provided by students under non anonymous conditions.
4. Advising and mentoring. Candidates should indicate the number of undergraduate and graduate advisees (because the department utilizes a centralized advising system, some candidates may not be responsible for advising students at the undergraduate level). If available, the Director of Undergraduate Studies should provide the peer committee with information pertaining to the candidate's advising, including any letters, or evaluations provided by advisees. The committee may survey students and faculty to determine the candidate's effectiveness as an advisor. Such a survey can include comments of colleagues pertaining to the candidate's effectiveness in advising graduate students and performance on thesis and dissertation committees (see 5. below).

5. Peer evaluations. The peer committee should survey colleagues via email, mail, or interview for information about the candidate's teaching performance. Candidates should also be observed teaching. Evaluations prepared as part of the Department's Instructional Development program should not be used in decisions pertaining to tenure and promote.
6. Curriculum development activities. Candidates should provide a description of courses developed or substantially revised, method of instruction, etc. (the peer committee must be aware that opportunities to develop new courses are limited).
7. Self-development. Candidates should provide a description of efforts to improve teaching skills, including participation in workshops dealing with teaching skills, attendance at conferences on teaching, continuing education enrollments, and participation in the University's Center for Teaching Excellence (CTE).
8. Service contributions in teaching. Departmental service includes membership on the Psychology Undergraduate Academic Committee, the Psychology Graduate Committee, program and division committee membership, chairpersonships of such committees. College and university service includes participation in the Undergraduate Academic Committee, Honor's Council, Graduate Council, advisory committees dealing with instruction, and so on.
9. Specialized teaching. Non-classroom-based teaching, as defined in the College's promotion and Tenure Guidelines. This includes community-engaged teaching.
10. Awards and honors. Psi Chi Teacher of the Year, the College's annual Lecturer and/or Teacher award, the University Award for Teaching, SCHEV awards for teaching, and national and international awards for teaching excellence granted by APA, APS, and so on.
11. Publications and presentations dealing with teaching in higher education. Candidates should identify papers and presentations with an educational focus, including articles published in *Teaching of Psychology*, chapters in such series and *New Directions in Higher Education*, and articles in *VCU Teaching*. Candidates should also describe and provide any manuals developed for classroom use, papers published or presented with student-coauthors, and textbooks. Web-based publications used in teaching should be described here.
12. General contributions. Excellent teachers reach beyond fine teaching, per se: they make broader contributions to teaching practices in their disciplines and to higher education in general. Candidates, particularly those at advanced levels, should describe their broader, wide-range contributions to teaching, including curricular reform, public teaching, mentorship of other teachers, participation in forums on teaching, development of new educational programs, and membership in or leadership of state or national committees or organizations that examine questions of teaching methods and curriculum, grant activities related to higher education, consultations at other universities regarding teaching, leadership workshops for colleagues at professional meetings.

The standards for tenure and promotion and for promotion to Professor are defined in the *Guidelines*. Entries in all the categories listed above is not required, but a candidate seeking promotion to associate professor must, at minimum, be very good in teaching as indicated by positive contributions in categories 1 to 4. Teaching excellence at this level requires excellence in the act of teaching itself. Less essential, but still required for a rating of excellent, is “evidence of commitment to improving educational practices” (Guidelines, p. 4). At this level this commitment is defined by such activities as frequent guest lectures, participation in workshops and programs dealing with teaching skills, attendance at conferences dealing with teaching, development of new forms of teaching, or service contributions to teaching (see categories 5-12).

### **Promotion to Research Associate Professor (Term appointment)**

In evaluating research credentials for promotion from assistant professor to associate professor, including promotion to research associate professors (term), committees in the Department of Psychology look for a pattern of scholarly activity which suggests the establishment of significant contributions to knowledge. "Significant contributions" imply the promise of a national reputation among established peers in the domain of the candidate's activity. For psychologists, such promise is indicated principally by:

1. Publication in journals. One of the primary indicants of scholarly impact is one's record of publication in scholarly journals—particularly those that are peer-reviewed. No standard can be set for the number of publications expected, since rate of publication varies across subdisciplines within the field. In general, however, most successful candidates will have published an average of at least 3 articles a year.
2. Publication of chapters and critical reviews in edited volumes and journals, authorship of edited volumes, review articles and book chapters.
3. Grants, because they are allocated on a competitive basis and are heavily reviewed by external reviewers, are a plain indicator of the quality of one's scholarship as appraised by one's peers. A record of funding is a strong indicator of the quality of one's research program.
4. Participation on review panels for outside funding agencies.
5. Service as either editor or reference for journals, book series, and so on.
6. Presentations of papers or posters at local, regional, national, and international conferences.
7. Presentations of colloquia at other universities.
8. Educational research, including development of innovative teaching methods incorporating technology into education and novel interdisciplinary courses, that result in publication in such journals as *Teaching of Psychology*. Such publications are also

indicators of teaching performance, and the peer committee is responsible for determining the relative contribution of such activities in teaching or scholarship.

9. Books. A psychologist, to achieve national recognition for his or her work, need not publish books. Monographs, edited books, and textbooks, however, are in most cases convincing indicators of scholarly impact.
10. Publication of tests, manuals, or other empirical instruments.
11. High citation rate as indexed by the Social Sciences Citation Index or some equivalently documented record of impact. Candidates are responsible for providing the committee with this information.
12. Research awards at regional, national, or international level, and Fellow status in one or more Divisions of the American Psychological Association.
13. Reprinting of the candidate's articles and chapters in major compilations of readings, foreign language translations of articles, chapters, tests, manuals, etc. for publication in other countries.

Research faculty on term appointments must receive an Excellent rating in Research to receive promotion.

### **Promotion to Research (Full) Professor (term appointment)**

In evaluating research credentials for promotion to professor, including research professors on term appointments, the Department of Psychology looks for a pattern of scholarly activity which demonstrates a distinguished record of publication resulting in significant impact among established peers in the domain of the candidate's activity and in a national and/or international reputation. A distinguished record of publication is evidenced by a pattern that moves beyond publication of empirical studies in referred journals to include also authorship of scholarly books, texts, manuals, or monographs, a distinguished record of presentations at regional, national, and international meetings and indications that the candidate's program of research strengthens and contributes significantly to graduate training. Significant impact and a national/international reputation are evidenced by a distinguished record of grant funding from external agencies, editorship or significant editorial review for psychological journals, established consultantship to grant organizations, high citation rates, and awards for distinguished contributions.

Promotion from Research Associate Professor to Research (full) Professor is expected to go far beyond duties of grant management for a Principal Investigator. The successful candidate should have his or her own Principal Investigator grant-funded coherent research program, which is comparable to the programs submitted for excellent evaluation for promotion of tenure track Associate Professors to full Professors.

## **Position Unique to the Department of Psychology: Director of the CPSD**

The Director of the Center for Psychological Services and Development is a unique position within the College of Humanities and Sciences. Therefore, this document provides a detailed description of the more important duties of the Director. The primary responsibilities of the Director are in the areas of service and teaching: administering the CPSD as a site that provides training for doctoral students in applied Psychology while providing psychological services to the Richmond community. Thus, primarily, the Director provides oversight of practicum training to graduate students in the Clinical and Counseling Programs; provides excellent client services and excellent training to fulfill the twin missions of the CPSD; and facilitates research that will contribute to those two responsibilities. Because of the unique administrative role of the Director, the Chair's evaluation should be given special weight by the Dean.

In evaluating the Director for promotion to Associate Professor or Full Professor, the candidate must be rated as at least Excellent in Teaching or Service, and at least Very Good in the other area. Promotion for the DCPSD does not require research activity.

### Teaching

The CPSD is first and foremost a training clinic for graduate students in Clinical and Counseling Psychology and sometimes in other subdisciplines of Psychology or other related disciplines in the University. Thus, promoting high-quality teaching is one of the primary responsibilities of the Director of CPSD. The Director contributes to the Department's teaching mission by supervising and evaluating Clinical and Counseling students' practica. Specifically, the Director:

- (1) Leads regular staff meetings with practicum students that incorporate didactic training presentations and multidisciplinary guest lectures
- (2) Incorporates feedback from clinical supervisors to submit grade recommendations at the end of each semester
- (3) Conducts the annual training session for all new practicum students
- (4) Regularly consults with practicum students and supervisors regarding clinical and procedural matters
- (5) Provides direct supervision of Graduate Teaching Assistants assigned to the CPSD

Therefore, in addition to the usual data collected to evaluate Teaching (e.g., classroom teaching evaluations) promotion committees should also conduct interviews with practicum students and practicum supervisors.

### Research

No direct research is expected of the Director of the CPSD. Any presentations, published papers or books in a given year will be considered an extraordinary contribution to Research. However, the Director is expected to facilitate the research of faculty members and graduate students who are using a clinical population. (Such research is not always going on within the faculty or student body, so it is not possible to mandate the facilitation of such research.) The Director might also facilitate research that faculty members or graduate students conduct. Further, the Director might also propose (as PI or Co-I) and administer research grants that support research within the CPSD.

## Service

One of the main contributions of the Director of the CPSD to the mission of the Department of Psychology is in the area of service. The CPSD is a community clinic that provides psychological services to members of the community on a fee-for-service basis. The Director is ultimately responsible for the safe and ethical delivery of services. Much of the Director's time is thus spent monitoring service delivery for quality and current standards of care, promoting CPSD services to community agencies and other referral sources, supervising staff who manage the CPSD, and delivering direct psychological services to clients. The Director also arranges training experiences for professionals in the community, as well as for faculty and graduate students.

Please note that in the case of the Director of the CPSD, there is a great deal of overlap between teaching and service responsibilities. This section and the next list the special and unique responsibilities of the DCPSD:

- (1) Supervise and regularly with CPSD staff.
- (2) Meet with the CPSD Advisory Board (of which the Director is Chair) at least once per semester (excluding Summer) to address matters pertaining to training, quality of client care, and procedural and day-to-day administration issues, and strategic planning.
- (3) Continuously monitor the quality of client care through such measures as Patient Satisfaction Surveys and regular written feedback to practicum students.
- (4) Provide direct client care as needed, including crisis assessment and intervention and resolving client dissatisfaction issues.
- (5) Maintain positive and effective working relationships with related organizations and units in the University, the Richmond community and the Commonwealth of Virginia.

Therefore, in addition to the usual ways of assessing Service contributions (e.g., interviews with faculty colleagues), promotion committees should add the following inputs to their database:

- (1) Evaluations of the Director by the staff of the CPSD and by practicum students, especially students who have completed their practica at the CPSD.
- (2) Interviews with the CPSD Advisory Board and leaders of the mental health units (e.g, University Counseling Services, The Well) with which the CPSD maintains regular relationships.
- (3) Results from the Patient Satisfaction Surveys regularly conducted by the CPSD.

### Summary

Precisely distinguishing between contributions in the areas of Service and Teaching in the case of the Director of the CPSD is difficult. Nevertheless, establishing that a candidate is moving toward a national reputation (required for promotion to Associate Professor, non-tenure track) or has a national reputation (required for promotion to Full Professor, non-tenure track) may be measured by such indices as:

- (1) Professional service at the national level, such as becoming an officer in the Association of Directors of Training Clinics.
- (2) Securing national grants to support the mission of the CPSD.
- (3) Writing articles on practicum training for the APA journal Training and Education in Professional Psychology and/or Teaching of Psychology
- (4) Evidence that the CPSD has attained or is maintaining national prominence as a training clinic.
- (5) Evidence that the CPSD has attained or is maintaining national prominence as a service clinic.
- (6) Evidence that the Director has attained national prominence as a Director of a training clinic.