

Department of Psychology
Clinical (PTK) Appointment, Evaluation and Promotion (AEP) Policies
Approve by Faculty Vote – September 19, 2016
(edited based on BSOS feedback June 19, 2017)
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This document specifies policies and procedures to be used by the Department of Psychology. It is consistent with, and supplemental to, the University of Maryland Guidelines for Appointment, Evaluation, and Promotion of Professional Track Faculty approved by the President on May 4th 2015 (URL listed below)

https://faculty.umd.edu/policies/documents/UM_Guidelines_for_PTK_Appointments.pdf

Specific administration details regarding appointment contracts (IV.A – D) can be found in the UM Guidelines. College will use the online contract management system to ensure that all contracts contain necessary elements, including a clear description of assignments and expectations associated with the appointment, as well as information on how to access unit-level PTK policies and professional resources. It is understood that the Department of Psychology policies may be superseded by any changes in the University policy and the provisions of the College of Behavioral and Social Sciences policy.

1. **Definition and criteria for the different Clinical Faculty ranks.**

<http://www.president.umd.edu/sites/president.umd.edu/files/documents/policies/II-100A.pdf>

Assistant Clinical Professor: The appointee shall hold, as a minimum, the terminal professional degree in the field, with training and experience in an area of clinical specialization, and professional or board certification, when appropriate. There shall be clear evidence of a high level of ability in clinical practice and teaching in the departmental field. The appointee shall also have demonstrated scholarly and/or administrative ability. Appointments to this rank are typically for one to three years and are renewable.

Associate Clinical Professor: In addition to the qualifications required of an Assistant Clinical Professor, the appointee shall ordinarily have had extensive successful experience in clinical or professional practice in the departmental field, and in working with and/or directing others (such as professionals, faculty members, graduate students, fellows, and residents or interns) in clinical activities in the field. The appointee shall also have demonstrated superior teaching ability and scholarly or administrative accomplishments and have a reputation of respect among colleagues in the region. Appointments to this rank are typically for one to five years and are renewable.

Clinical Professor: In addition to the qualifications required of an Associate Clinical Professor, the appointee shall have demonstrated a degree of excellence in clinical practice and teaching sufficient to establish an outstanding regional and national reputation among colleagues. The appointee shall also have demonstrated extraordinary scholarly competence and leadership in the profession. Appointments are typically made as five-year contracts.

Appointments for additional five-year terms can be renewed as early as the third year of any given five-year contract.

2. New hire procedures:

New hires in the Clinical ranks will be hired at the appropriate title based on the position description and their experience. Their title shall correspond to the majority of the appointee's effort. The Chair reviews the candidate's CV and position description to ensure the appropriate title is used. Hiring procedures will include a minimum of review by the Chair, appropriate Associate Chair (Graduate or Undergraduate) Area Head, or Masters of Professional Studies (MPS) Director (as appropriate to the position), and if principally involving undergraduate teaching, the Director of Undergraduate Studies. For initial appointments at the Clinical Associate Professor or Clinical Professor level a committee will be formed by the Department Chair involving at least three faculty members all of which have voting representation (including at least one tenured Associate or Full Professor, and a minimum of one Clinical PTK faculty at the highest rank available). The committee will issue a recommendation to the Chair.

An initial appointment at Clinical Professor rank will be reviewed by a college-level committee consisting of at least three faculty members (one tenured Full Professor, and a minimum of two PTK faculty at the highest rank in a relevant title series), who will issue a recommendation to the Dean. If the appointment is for 50% FTE or higher, it will also be reviewed by a review committee constituted by the Office of the Provost.

When given their contracts new hires will be provided with the URL for the Department's policy and the College's evaluation and promotion policy which includes the URL for the campus guidelines. All unit policies and procedures shall be available online.

3. Promotion procedures:

Clinical faculty can request consideration for promotion following the below timeline. If approved, promotions are effective the start of the following fiscal year. Time in rank before promotion can be considered will be at least five years of full-time instruction or its equivalent (or similar appointment at another institution).

a. The candidate writes a letter formally requesting consideration for promotion to the Chair by **August 1** of the academic year that they would like to be considered for promotion. This letter should outline the reasons why the candidate believes he/she should be promoted referencing both their specific contract expectations as well as the promotion criteria listed below in this document.

b. The candidate will provide the Chair with the following materials no later than **September 1st**:

i. An up-to-date and signed CV (<http://www.faculty.umd.edu/policies/currvit.html> in the campus standard format for CVs).

ii. A teaching portfolio (that also addresses clinical supervision activities, if appropriate) that at a minimum includes a teaching statement, list of courses taught, summary of teaching evaluations received since the last promotion or appointment (using the template provided by the Department), all student evaluations from every course taught since the last promotion or appointment, and any available peer evaluations. Suggestions for teaching portfolios are available in the appendix of the UMD APT Manual:

<https://www.faculty.umd.edu/policies/documents/APTManual.pdf>

Further guidance on constructing a teaching portfolio is available from the teaching and Learning Transformation Center (TLTC). The TLTC suggests that a portfolio includes a narrative section that articulates the candidate's:

- Teaching philosophy
- Teaching responsibilities
- Teaching evaluations
- Collaboration with undergraduate or graduate students
- Activities to improve teaching and learning
- Professional contributions
- Goals for the future

The narrative section of a teaching portfolio is supported by documents included in several appendices. Possible items to include in a teaching portfolio appendix:

- List of classes you have taught or for which you assisted
- List of teaching-related workshops you have attended
- Syllabi of classes you have taught or for which you assisted
- Student evaluations or summary of evaluations of your classes
- Examples of assessments and graded student work for these assessments, if you have them

If any of the following are available, candidates might also collect:

- Complimentary teaching-related notes/emails from students or peers
- Letters from individuals who have observed your class
- Descriptions of teaching honors or grants you have received and teaching-related workshops/presentations you have given
- List of undergraduate or graduate TAs with whom you have worked
- Descriptions of several activities or projects that went well in your class
- Abstracts of teaching-related workshops you presented
- Copies of teaching-related articles, handbooks, and other resources you created
- A syllabus that you created for a class that you would like to teach in the future

iii. Where appropriate to the position and contract duties, statements of service, research and other scholarly activities should be included.

iv. Letters addressing the contributions of the clinical faculty from (1) the direct supervisor, (2) the head of the area in which the candidate primarily works, and (3) at least one colleague in the Department or on campus who is familiar with the work of the candidate.

v. Reports from at least one peer evaluation of teaching or supervision.

c. The Chair will form a committee of three members. All members shall be given voting representation. The committee will consist of a tenured faculty member and two PTK faculty members at, or above, the rank sought (if such PTK faculty are not available because no PTK faculty are at or above the rank sought then tenured faculty member(s) will be substituted). For clinical positions that have principal duties within a master's graduate program (i.e., Clinical MPS) one PTK member of the committee will be expected to be the Director of the Clinical MPS (unless the Director of the MPS is being promoted). For clinical positions within the undergraduate program, the department should ideally include clinical faculty on the committee (rather than PTK faculty who are focused on research or teaching). Also, for clinical faculty who primarily serve within a specific area in the Department of Psychology (e.g., clinical, counseling), one reviewer will ideally come from that area. Decisions on promotion will be based on the evaluation criteria and the candidate's performance in meeting these criteria as outlined in the materials provided. The committee will produce a summary report based on their evaluation.

d. Clinical Faculty in Psychology do not normally hold separate, or joint, appointments in other departments. If a Psychology clinical faculty member had another appointment in a different unit, the College's procedures on handling promotion reviews across more than one unit would be used.

e. The Chair of the review committee will submit the candidate's package consisting of the materials submitted by the candidate and the committee's summary report to the Chair of the Department. The Department Chair should receive the promotion package no later than **November 1st**.

f. The Department Chair reviews the Committee's recommendations and the Candidate's package. If the Chair has questions or concerns, he/she may ask the Committee Chair for clarification and/or additional information.

g. By **December 15**, the Chair will convey his/her decision and the candidate's package (committee report and candidate's materials) to the Dean. If the Chair supports promotion, the Chair writes a letter recommending the promotion and sends the package to the Dean's Office. Appointments above the Associate or Senior level will also be reviewed and approved by the Provost. If the Chair does not support promotion, but the Committee did, the package with the Chair's letter is sent to the Dean's Office. If a negative outcome is reached at the college level, the Dean will notify the candidate in writing. If both the Chair and the Committee did not recommend promotion, the Candidate is notified and is not promoted. In the case of a negative outcome, the candidate's contract can be renewed at the existing title and the candidate can request promotion in future years.

h. In the case of a negative outcome the candidate may submit a written appeal to department chair within two weeks of being notified of the decision. The appeal must be based

on the grounds that (a) the procedure described above was not followed correctly or that (b) the criteria used for evaluation were inadequate or improper. Appeals cannot be made on any other basis. Within two weeks of receiving the appeal, the department chair must form an appeals committee consisting of three faculty members at or above the rank of the promotion (with tenured faculty serving with at least one PTK faculty, if available) who had not served on the initial review committee. The committee then has four weeks to consider the written appeal, meet with the candidate and any other relevant individuals, and send a written decision to the chair and the candidate. If the appeal is successful, then a new promotion review will be conducted, correcting the deficiencies of the prior one. If the appeal is denied, the candidate is not promoted and the chair of the review committee sends the candidate a letter explaining the grounds on which the appeal was denied. The candidate can appeal that decision to the associate dean of the College of Behavioral and Social Sciences. The associate dean, either alone or with the advice of an ad hoc committee that s/he forms for this purpose, can reverse the departmental appeals committee's decision on the grounds that (a) procedures were not properly followed or (b) the evaluation criteria were inadequate or improper. This decision is final and not subject to further appeal.

i. The Chair will inform the candidate in writing of the outcome of their promotion request and any associated promotion increase. The College will determine the minimum salary increases for promotions annually. The promotion salary increase must be consistent for all candidates at a given rank within the title series in any year. Promotions cannot be rescinded at a later date.

4. PTK faculty shall be given voting representation on committees responsible for the creation, adoption, and revision of unit-level policies and procedures related to appointment, evaluation, and promotion of PTK faculty.

5. Direct supervisors (e.g., Chair, appropriate Associate Chair, Director of Undergraduate Studies, Area Head, or Director of relevant MPS program) shall mentor junior PTK faculty as part of their duties. Mentors shall encourage, support, and assist these faculty members and be available for consultation on matters of professional development. Mentoring meetings should occur on a regular basis with junior PTK faculty (ideally every semester along with an informal annual evaluation). Mentors also need to be frank and honest about the progress toward fulfilling the unit's criteria for promotion. Favorable informal assessments and positive comments by mentors are purely advisory to the faculty member and do not guarantee a favorable promotion decision. If junior PTK faculty do not feel they are being sufficiently mentored, they should meet with the Department Chair to discuss.

6. Clinical PTK faculty are eligible to be nominated for college level awards including the BSOS *Excellence in Teaching Award*, the *Excellence in Service Award*, and the *Excellence in Diversity and Inclusion Award*. Information about these awards and nomination procedures can be found on the BSOS website: <https://bsos.umd.edu/faculty-staff/college-awards>

EVALUATION CRITERIA RELATED TO CLINICAL WORK

EVALUATION CRITERIA RELATED TO TEACHING/SUPERVISION

1. Course design

- fulfills teaching and supervision best practices (e.g., clear syllabus, engages with students, adheres to university policies)
- evidence of extending beyond simple information delivery
- uses techniques to improve student engagement
- implements new teaching and supervision technologies
- uses strategies to improve learning (e.g., frequent assessments, review sessions)
- attends to diversity and inclusion within course design and implementation

2. Innovation

- designed new course(s)
- redesigned existing course(s)
- implemented new teaching techniques/technologies at department level or higher
- organized methods (e.g., classes, seminars, training sessions) for disseminating new teaching and supervision practices
- other innovations

3. Course and supervisor evaluations

- positive overall scores from student evaluations, i.e. averages of the five individual scores and individual questions
- student comments on evaluations indicate effective teaching and supervision
- positive peer evaluations

4. Empirically informed teaching and supervision

- uses data from research on student learning to guide teaching and supervision
- involved in collecting data about student learning and/or teaching/supervision effectiveness
- other

5. Commitment to teaching and supervision

- attends seminars, workshops, etc. that address teaching, supervision and student learning
- participates in department teaching/supervision activities, e.g., faculty teaching lunches
- participates in student-faculty events
- overall evidence of efforts to improve teaching/supervisor skills
- engaged with students (e.g., welcomes interactions with students, mentors students)

6. Professional behavior

- interacts with supervisor, colleagues, students, and parents in a professional manner
- represents the department in a professional manner

- respectful of diversity
- follows ethical standards