

Department of Psychological Sciences
Guidelines for Hiring, Evaluation, and Promotion of Non-Regular Faculty
Approved 12-7-04

Non-regular faculty are an increasingly important part of the Department of Psychological Sciences. These lines allow the department to fill specific or temporary needs in research, teaching, clinical service, and department administration, to take advantage of temporary availability of colleagues from outside the department or university, and to benefit from affiliation with professional colleagues whose interests and skills may be more focused than the teaching, research, and service duties of traditional tenure-track appointments. Likewise, non-regular faculty benefit from the chance to become part of our academic community in ways that correspond to their expertise and career paths. This document outlines the appointment, evaluation, and promotion of non-regular faculty in the Department of Psychological Sciences.

Non-regular faculty positions within the university include positions that are temporary, part-time, or involve duties that differ substantially from those of faculty members holding regular appointments (CR&R 310.020 “Regulations Governing the Application of Tenure.”). In the Department of Psychological Sciences, non-regular faculty appointments are of two general types: visiting lines and professional track lines.

Visiting lines may involve duties that are similar to those of regular faculty (e.g., some combination of research, teaching, and department/university service) or may be more focused (e.g., teaching), but are temporary, with clearly delineated time limits that typically do not exceed 1-2 years. These titles may be used when a faculty member is on sabbatical from another institution and visiting for a semester or a year, or when an instructor is hired to fill the teaching duties of a department faculty member who is on a brief leave.

Professional track lines involve duties that differ substantially from those of regular faculty, typically focusing on instruction, research, or clinical service, and may be renewed indefinitely. Both visiting and professional track lines can be part-time or full-time.

Non-regular faculty positions can be further divided by *academic rank* (Assistant Professor, Associate Professor, Professor).

Due to the varied nature of non-regular positions, clear guidelines for appointment, evaluation, and promotion are essential to both the faculty member and the department. General descriptions of non-regular faculty positions are outlined below. However, a specific description of job responsibilities, performance expectations, length of appointment and potential for renewal, and departmental support should be developed by the appropriate supervisors or committees of each non-regular position, along with the department chair. These details should be stated explicitly in the appointment contract and should be used by the faculty member and his/her supervisor in ongoing and annual evaluations. Finally, because non-regular faculty are members of the department,

decisions regarding their appointment, evaluation, and promotion will be made by the department, with input and recommendations from appropriate supervisors, search/review committees, and the chair. Non-regular faculty members, and department members who participate in the appointment and evaluation process, should familiarize themselves with the criteria and procedures for appointment and evaluation described in this document.

I. Non-Regular Faculty Titles and Positions

Non-regular faculty position titles have the opening focus designation of *visiting* or their professional track focus -- *research, resident instruction, or clinical* -- combined with the rank designation of *assistant professor, associate professor, or professor*. General descriptions of faculty positions within each area are described below. Visiting faculty positions differ from those of regular faculty on the basis of their temporary nature. Professional track lines differ from regular faculty on the basis of the range and scope of their duties; rather than the traditional research-teaching-service duties associated with regular tenure-track lines, professional track lines are associated with no more than two primary areas of job responsibility (i.e., up to two of research, teaching, clinical service). Activity within secondary areas is typically closely related to the faculty member's expertise within the primary area (e.g., a research associate professor may teach a seminar in her area of research; a clinical professor may teach a graduate clinical course) or is less independent than would be expected of a regular faculty member (e.g., a resident instruction associate professor may be part of another faculty member's research team). Decisions regarding promotion will rely heavily on the individual's contributions within the one to two primary areas of appointment; performance of secondary activities will be considered as part of the individual's overall contribution to the department, but will not substitute for accomplishments in the primary area of appointment. In addition, all non-regular faculty will have the opportunity to participate in department governance through representation on departmental committees.

Visiting Faculty

A visiting faculty member may be appointed for two primary reasons: (1) to fill a specific and time-limited gap in coverage of department duties (e.g., to cover the normal teaching duties of the chair or a faculty member on sabbatical), or (2) to take advantage of the availability of a colleague from another department or institution (e.g., a faculty member who is on sabbatical from his or her home institution). Job duties associated with a visiting line may be quite varied depending on the specific case. The major emphasis of this designation is the time-limited nature; the duties associated with the position are intended to be quite brief (e.g., a summer or an academic year) and should not last for more than 1-2 years. Visiting faculty can be appointed at any rank commensurate with their experience and, where applicable, with their rank at their home institution.

Research Professional Track Faculty

The research professional track faculty member's primary responsibility is related to research, typically funded through a research or training grant headed by a regular faculty

member in the department. Duties may include assisting in the faculty supervisor/mentor's research, conducting independent research related to the faculty mentor's research, supervising undergraduate and graduate student research, and classroom teaching of courses relevant to the research. At more junior levels, this person may have been hired on a post-doctoral fellowship. At more advanced levels, this person may be funded through their own grants as PI or co-PI. A research professional track faculty member may also engage in other job activities such as teaching or clinical service, but these activities will be clearly secondary to their primary research emphasis.

Resident Instruction Professional Track Faculty

Resident instruction professional track faculty members have departmental teaching as their primary responsibility. Duties may include classroom teaching of undergraduate and graduate courses, supervision of graduate student instructors, student advisement and mentoring, and administration of department curricular issues. At more junior levels, these individuals may focus on undergraduate instruction, whereas at more advanced levels, they may take on graduate teaching and curriculum oversight. Resident instruction faculty may engage in either research or clinical service, but these activities are clearly secondary to their primary teaching focus.

Clinical Professional Track Faculty

The clinical professional track faculty member is one whose primary responsibility is related to clinical service delivery, typically through the department's Psychological Services Clinic. This may include seeing clients, supervising students' client contact, assisting in clinic administration, and classroom teaching of clinically relevant courses (e.g., assessment or therapy courses). This person may also engage in research, but most likely in a supporting role on a regular faculty member's research team, and clinically relevant service delivery and graduate training will be the primary focus. At the more junior levels, this person may be newly licensed or working toward licensure, and may work at least partly under the supervision of more senior faculty in the PSC or the department's clinical training area. At more senior levels, this person should be a licensed and established clinician, capable of generating clients and supervising both graduate student and junior faculty clinicians.

II. Criteria for Appointing Non-Regular Faculty

Qualifications of Visiting Faculty

Candidates for visiting lines should hold an earned doctoral degree in psychology or a related field relevant to the specific focus targeted by the visiting line. The candidate should have demonstrated abilities in the area targeted by the visiting line (e.g., teaching or research in a particular subject area) and should be self-motivated as well as able to work as part of a team. The candidate's qualifications should be documented in his or her resume, curriculum vita, portfolio/dossier, reference letters, and/or interviews. The candidate should have potential to contribute to the mission of the Department of Psychological Sciences and to make significant contributions to the profession in the area of his or her expertise.

Visiting assistant professor candidates should have:

- evidence of basic competence in the area targeted by the visiting line.
- potential for growth and excellence in that area.

Visiting associate professor candidates should show:

- evidence of developing excellence in the area targeted by the visiting line.
- potential to make continuing contributions to the field.
- Candidates visiting from their home institution with the rank of associate professor should be strongly considered for appointment at this level.

Visiting professor candidates should show:

- evidence of sustained excellence in the area targeted by the visiting line.
- Candidates visiting from their home institutions with the rank of professor should be strongly considered for appointment at this level.

Qualifications for Research Professional Track Faculty

Candidates for Research Professional Track academic positions should hold an earned doctoral degree in psychology or related discipline. The candidate should show evidence of developing excellence in research and potential to contribute to the research mission of the Department of Psychological Sciences. The candidate should be self-motivated and should have demonstrated leadership and creative abilities. Evidence of these characteristics is to be demonstrated in the candidate's resume, portfolio/dossier, and/or reference letters.

Research Assistant Professor candidates should have:

- evidence of quality in research and potential for continued development in research.
- potential for contribution to the productivity of other faculty
- potential to make significant contributions to the profession
- evidence of ability to produce publishable work, including refereed articles and books.
- potential to secure extramural funding or other resources to support an independent research program.
- potential for recognition as a leader in the field
- demonstrated interest in working collaboratively with colleagues
- membership in professional societies
- potential to contribute to the achievement of department or college goals
- demonstrated willingness to serve on training area, departmental, college, or university committees

Research Associate Professor candidates should show:

- evidence of excellence in research and promise of continued growth
- evidence of distinctive and creative contributions to the profession

- demonstrated ability to produce published work, including refereed articles and books, computer programs, public presentations, or other appropriate delivery channels for scholarly work
- demonstrated ability to secure extramural funding or other resources to support an independent research program.
- evidence of collaborative and cooperative relations with professional colleagues
- evidence of recognition as a leader in the field
- involvement with professional societies
- involvement in scientific peer review (i.e., with scholarly publications and funding agencies)
- record of accomplishments that contribute to department or college goals
- record of service in response to requests to serve on training area, departmental, college, or university committees

Research Professor candidates should show:

- sustained record of excellence in research and distinctive contributions to the field
- research and its products recognized as significant by nationally and internationally-known experts in the discipline of the candidate
- sustained production of published work, including refereed articles and books, monographs and series publications, computer programs, public presentations, or other appropriate delivery channels for scholarly work
- sustained ability to secure extramural funding or other resources to support an independent research program.
- Demonstrated leadership role in collaborative research projects with colleagues
- national recognition as an expert in candidate's field of specialization
- active involvement in national/international and professional/scientific societies
- a record of ancillary activities showing disciplinary recognition of stature, including service on professional committees or panels, participation in program or application reviews, consultation with regional or national organizations, or other appropriate activities
- a record of sustained accomplishments that contribute to department or college goals
- record of sustained service in response to requests to serve on training area, departmental, college, or university committees
- a record of excellence in providing information to the public as appropriate to the position, and cooperating with agencies and constituencies that meet public needs.

Qualifications for Resident Instruction Professional Track Faculty

Candidates for resident instruction professional track lines should hold an earned doctoral degree in psychology. The specific area of psychology will vary according to department

teaching needs. The candidate should have demonstrated the ability to teach effectively at the undergraduate or graduate level. The candidate should recognize the importance of being available to students outside of class time. The candidate should have experience in areas of student contact outside of the traditional classroom setting including academic advising, supervision of research, and mentoring. At more senior ranks, the candidate should show evidence of distinctive contributions to the profession – at the local (i.e., department, campus, and community) level for associate professor and at the national or international level for professor. Such contributions may include service on department, campus, or national committees relevant to the profession of teaching (e.g., APA Division 12, accrediting bodies), dissemination of scholarly work relevant to teaching (e.g., presentation at teaching conferences, publication of textbooks, development and dissemination of teaching materials), etc. The candidate's qualifications should be documented in his or her resume, curriculum vita, portfolio/dossier, reference letters, and/or interviews.

Resident Instruction Assistant Professor candidates should have:

- demonstrated competence in all aspects of classroom teaching with at least one course structure (undergraduate vs. graduate; large enrollment; honors, writing intensive, etc.), supervision of research, advising, the ability to establish positive relationships with students, and making effective use of teaching evaluation data
- potential to supervise graduate students in a teaching practicum
- potential to collaborate with the Department's professional advisors
- demonstrated interest in working collaboratively with professional colleagues in the community as well as on campus
- demonstrated interest in teaching improvement activities

Resident Instruction Associate Professor candidates should show:

- competence in all aspects of classroom teaching with several course structures (undergraduate vs. graduate; large enrollment, honors, writing intensive, etc.), supervision of research, advising, the ability to establish positive relationships with students, and making effective use of teaching evaluation data
- ability to supervise graduate students in a teaching practicum.
- collaboration with the Department's professional advisors
- evidence of distinctive professional contributions to the profession of teaching at the department, campus, and community levels (e.g., a record of presentations, guest lectures, service on campus committees, etc. that demonstrate excellence in serving as a Department and campus resource on issues of teaching)
- ability to work collaboratively with professional colleagues in the community as well as on campus
- participation in teaching improvement activities

Resident Instruction Professor candidates should have:

- evidence of sustained excellence in all aspects of classroom teaching with all course structures (undergraduate vs. graduate; large enrollment, honors, writing intensive, etc.), supervision of research, advising, establishing positive relationships with students, and making effective use of teaching evaluation data
- ability to supervise graduate students in a teaching practicum.
- A record of excellence in collaboration with the Department's professional advisors
- evidence of competence in working collaboratively with professional colleagues in the community as well as on campus.
- demonstrated appropriate changes from participation in teaching improvement activities
- evidence of distinctive professional contributions to the profession of teaching at the national or international level (e.g., a record of presentations, guest lectures, service on national committees, etc. that demonstrate excellence in serving as a national resource on issues of teaching)

Qualifications for Clinical Professional Track Faculty

Candidates for clinical professional track lines should hold an earned doctoral degree in clinical psychology, with a completed internship from an APA-approved internship (or equivalent approved by the department). Exceptional candidates with doctoral degrees in school or counseling psychology may also be considered. The candidate should have demonstrated abilities in clinical service delivery and the potential to supervise doctoral students in clinical work and to teach clinically relevant courses. The candidate should be self-motivated as well as able to work as part of a team. The candidate should have potential to contribute to the Department of Psychological Sciences and to the clinical science training mission of the clinical training area and the Psychological Services Clinic. At more senior ranks, the candidate should show evidence of distinctive contributions to the profession – at the local (i.e., department, campus, and community) level for associate professor and at the national or international level for professor. Such contributions may include service on department, campus, or national committees relevant to the profession of clinical psychology (e.g., relevant APA divisions and boards, state licensing boards, accrediting bodies), dissemination of scholarly work relevant to clinical service (e.g., presentation of clinical workshops, development and dissemination of clinical materials), etc. The candidate's qualifications should be documented in his or her resume, curriculum vita, portfolio/dossier, reference letters, and/or interviews.

Clinical Assistant Professor candidates should have:

- demonstrated competence in clinical service delivery, including the ability to form and maintain productive relationships with clients, conduct and interpret comprehensive assessments relevant to the area of service delivery, plan and effectively implement empirically-based treatments, and make effective use of supervision and consultation.
- potential to supervise doctoral students in clinical practicum.
- potential to teach clinically relevant courses.

- potential to participate in the administration of the Psychological Services Clinic.
- demonstrated interest in working collaboratively with professional colleagues in the community as well as on campus.
- demonstrated interest in contributing to the clinical training area, department, or campus through committee service.
- demonstrated interest in lifelong learning through membership in professional organizations and attendance at professional workshops and conferences.
- Candidates should be licensed or license-eligible in Missouri, or able to complete licensure requirements within the first year of employment.

Clinical Associate Professor candidates should show:

- competence in clinical service delivery and in maintenance of a clinical practice.
- evidence of ability to attract and effectively treat clients, sufficient to maintain a salary-sustaining caseload.
- evidence of ability to work productively with treatment teams and outside agencies.
- demonstrated effectiveness in supervising others
- demonstrated effectiveness in teaching clinically relevant coursework.
- a record of participation in the administration of the Psychological Services Clinic.
- evidence of regional recognition of professional competence.
- commitment to lifelong learning through membership in professional organizations and attendance at professional workshops and conferences.
- evidence of distinctive professional contributions to the profession of clinical service at the department, campus, and community levels (e.g., a record of presentations, service on campus committees, etc. that demonstrate excellence in serving as a Department and campus resource on clinical issues)
- Candidates should be licensed or license-eligible in Missouri.

Clinical Professor candidates should have:

- evidence of sustained excellence in clinical service delivery, supervision, and clinically-relevant teaching.
- a record of excellence in contributions to the administration of the Psychological Services Clinic.
- a record of excellence in contributions to the clinical training area, department, and campus.
- demonstrated regional recognition of excellence in clinical service delivery and strong collaborative relationships with professional colleagues in the community and on campus.
- a record of lifelong learning through membership in professional organizations, attendance at professional workshops and conferences.

- a record of involvement in the professional community through and service in professional organizations.
- evidence of distinctive professional contributions to the profession of clinical service at the national or international level (e.g., a record of presentations, service on national committees, etc. that demonstrate excellence in serving as a national resource on issues of clinical service)
- Candidates should be licensed or license-eligible in Missouri.

III. Procedures for Initial Appointment and Evaluations in Rank

Initial Appointment and Contract Renewal

Initial appointment contracts are written and negotiated by the department chair, in consultation with the relevant supervisor (e.g., for research positions) or associate chair (e.g., for clinical and resident instruction appointments). Initial appointment letters should clearly specify whether the appointment is a visiting or professional track appointment, the primary area of appointment (research, instruction, clinical), any secondary area(s) of appointment, and the length of initial appointment. For visiting lines, appointment length will typically be 1-2 years. Professional track appointments may be made for 1 or more years, depending on the nature of the position, available funding, etc. Professional track appointments can be renewed indefinitely as funding and department needs permit. Contracts can be written for 9-month or 12-month appointments depending on the nature of the position. Contract renewals are negotiated and written by the department chair, in consultation with the relevant supervisor or associate chair and the faculty member. Contract renewals will be conducted as soon as possible after budget and funding issues for the relevant year are finalized.

Evaluations in Rank

All non-regular faculty should be evaluated each year, regardless of rank or promotion evaluation. Annual evaluation provides a good opportunity for the faculty member to meet with his or her supervisor (or associate chair or department chair) to discuss job duties and performance, areas for potential growth, future directions for the position, and so on. At a minimum, the evaluation should include a meeting between faculty member and supervisor to discuss these issues. Documentation, in a form that can range from a brief summary of the faculty member's duties and accomplishments for the year to an Annual Report similar to that prepared by tenure-track faculty, is a useful accompaniment to this meeting. After the meeting, the supervisor will write a memo to the chair (cc'ed to the faculty member) summarizing the faculty member's accomplishments for the year and the results of the evaluation meeting. Information from evaluations in rank will be used to help guide any decisions regarding annual raises, to help determine whether and when the faculty member seeks promotion, and to incorporate into the promotion dossier.

IV. Criteria for Promotion of Professional Track Faculty

This section describes considerations in promotion of Professional Track appointments to associate professor and professor levels. Because of the time-limited nature of visiting appointments, visiting faculty are not eligible for promotion. If the career goals of a visiting faculty member change such that he/she would like more permanent status, and the needs or opportunities within the department allow a permanent position, a faculty member with a visiting appointment can request to be considered for transfer to a professional track line.

For Professional Track faculty members, promotion is a voluntary process and is not required for reappointment. Faculty members who believe that their accomplishments merit consideration for promotion may seek a promotion review. There is no set time (years in rank) at which promotion review must occur, nor is there a limit on the number of times a Professional Track faculty member can seek promotion review. However, faculty members seeking promotion review are encouraged to work closely with their supervisors and the department chair to assess the likelihood that their accomplishments will be considered sufficient for promotion, and it is expected that only those individuals with a reasonable chance for promotion will pursue the review. The faculty member's annual and pre-promotion reviews will be useful in determining readiness for promotion.

Successful or unsuccessful promotion reviews of Professional Track faculty members are not associated with any automatic reward (other than change in title) or penalty from the department or university.

Evaluation of the professional track faculty member's promotion application focuses on the faculty member's primary area of appointment (e.g., research, instruction, clinical service), with additional evaluation of any secondary duties as outlined in the appointment letters. Professional accomplishments, as outlined in Section II above, should be documented through the promotion candidate's promotion portfolio or dossier (see Section V). Promotion candidates are expected to demonstrate excellence, at levels described in Section II, in their professional accomplishments and activities. Excellence will be defined by department faculty members within the promotion candidate's area of focus, and based on established academic standards for each position and specific area of focus. In addition, the promotion candidate's record of service to department and campus, while not sufficient for promotion, are important aspects of the promotion review. In all promotion decisions, total contributions of the faculty member to the department and evidence of sustained activity and accomplishments described for the relevant academic rank will be considered.

V. The Promotion Process & Timeline

The procedure for promotion begins with the assignment of responsibility at the time of the initial appointment. Faculty members should begin building a portfolio and/or dossier from the start of employment. It is critical that candidates maintain a record of all official

letters, annual reviews, and other documents relevant to their position and responsibilities.

Pre-promotion review

A pre-promotion review is available to all Professional Track faculty seeking promotion to either Associate Professor or Professor status. This review is recommended, though not required, for Professional Track appointees seeking promotion to the level of Associate Professor or for candidates for the position of Professor. It is an especially useful mechanism for candidates seeking promotion from the Assistant to Associate level. There is no required timing for the pre-promotion review; it is suggested that such reviews are most useful one to three years prior to the intended year of promotion application.

The review is intended to serve as an indicator of a candidate's progress toward promotion and to identify potential areas for additional attention on the part of the applicant. A successful pre-promotion review does not guarantee approval in a formal promotion review. An applicant's portfolio or dossier for pre-promotion review will be prepared using the same guidelines as those for promotion, except that no special outside evaluations or reviews should be initiated solely for the purpose of a pre-promotion review.

The pre-promotion review process consists of:

- ***Feb 1.*** Any professional Track faculty member who wishes to complete a pre-promotion review submits a portfolio/dossier to the Chair. The Chair appoints a pre-promotion review committee to evaluate the candidate's progress toward reaching the intended promotion level.
- ***April 1.*** The pre-promotion review committee reviews the portfolio/dossier and writes a letter to the department personnel committee summarizing the candidate's qualifications for promotion.
- ***May 1.*** The department personnel committee reviews the portfolio/dossier and the pre-promotion review committee's summary, and evaluates the candidate's potential for obtaining promotion.
- ***June 1.*** The Chair reviews pre-promotion portfolio/dossier, the review committee's summary, and the personnel committee's evaluation, and writes a letter to the candidate on the outcome of the pre-promotion review. Pre-promotion review letters are intended as diagnostic feedback to the Professional Track appointee and do not automatically become part of the faculty member's dossier.

Process and Schedule for Promotion

The promotion review process begins in the spring when a candidate requests consideration for promotion. Reviews occur at the department, the Dean's office, and Provost's office. Candidates shall be kept informed of the status of their candidacy during each step of the promotion process. In cases of a negative recommendation, the candidate has the right to a hearing before the body/authority that made the negative

judgment. In cases of a continued negative judgment, the candidate has the right to appeal to the next higher authority or body in the promotion process.

Below is the timeline for each stage of the promotion review process. Note that the department's portion of the timeline is the same as for department review of tenure-track faculty (i.e., April to October). However, once forwarded to the Dean's office, the review will follow the campus timeline for non-regular reviews (i.e., review at Dean's office in March, and submission to Provost's office in April).

April 1. Candidates who wish to be reviewed for promotion during the next academic year submit a formal request to the Department's personnel committee. This request should be based on conversations with the candidate's supervisor and chair that indicate a reasonable chance of promotion. The candidate should submit a cover letter stating the request consideration for promotion to the next academic rank, along with supporting documents (e.g., annual evaluations, pre-promotion review; support letters from supervisor(s) and/or chair). At this time, the Chair also submits the names of a proposed promotion committee for the candidate. At its spring meetings (usually in April), the personnel committee reviews the candidate's request and supporting materials and votes on formation of a promotion committee. If the vote is positive, the personnel committee then votes on the composition of the committee, using the slate recommended by the Chair or alternatives generated by the personnel committee.

May 1. The Department Chair submits names of Professional Track academic faculty to be considered for promotion to the Dean. The Department Chair also requests letters from peer reviewers (see section below for details on appropriate peer reviewers for Research, Resident Instruction, and Clinical tracks). The candidate and his/her promotion committee begin working on the promotion portfolio/dossier.

Sept 15. The portfolio/dossier is completed and forwarded to Chair for distribution to the personnel committee.

Sept. During its fall meetings (usually in September), the Department's personnel committee evaluates the portfolio/dossier and votes on the candidate's case. The Chair writes a letter that summarizes items required by the guidelines and provides a recommendation concerning promotion. The letter will become part of the promotion file. The Chair informs the candidate of the recommendation in writing.

Oct 1. The complete dossier/portfolio and recommendations from the Chair are sent to the Dean's Office. The Dean's office review occurs in March. The Dean's office reviews the promotion files and makes a decision communicated in a letter to the candidate and department.

April 1. The complete dossier/portfolio and recommendations from the Chair and the

Dean are sent to the Provost's Office. The Provost reviews the promotion files and makes a decision communicated in a letter to the candidate and department. The review process for promotion of Professional Track faculty appointments ends with the Provost's review.

September 1. New appointments become effective.

Peer and External Reviews

Peer and external evaluations of the candidate's performance are essential components of the promotion process and a critical part of the dossier/portfolio.

Resident Instruction appointments. It is imperative to document teaching performance and to provide evaluations (self, student, and peer) of teaching effectiveness. Other evidence might include awards, exceptional recognition from students, surveys or interviews with students and alumni of the candidate's classes, and evidence of students' success.

For promotion considerations, the portfolios of applicants for the title of Resident Instruction Associate Professor must include formal peer evaluations conducted by qualified individuals from the candidate's department. Applicants for the title of Resident Instruction Professor must include peer evaluations by qualified individuals external to the candidate's department. Because effective peer evaluations require a long period of time for planning, implementation, and completion, it is suggested that the candidate initiate this process at least one year before the planned date for submitting the promotion application. A maximum of four peer evaluations can be included in the promotion materials, and one to two peer evaluations may be sufficient for Resident Instruction promotions.

The goal of peer evaluations is to obtain qualified and comprehensive evaluations of the candidate's teaching. Internal peer evaluations should, at a minimum, include visits to the candidate's classroom or place of instruction and assessment of teaching strategies, materials, and performance. It is often very useful to have visits by at least two faculty observers over several courses or presentations. External peer evaluations should represent an independent and objective assessment of the candidate's accomplishments relative to instruction promotion criteria. Evaluations should be solicited from individuals who can assess the candidate's completed and active courses, materials, strategies, and related activities in an impartial, informed, and objective way. Evaluators should not represent any "conflict of interest" (e.g., former advisor, close friend) with the candidate. Please be careful that letters soliciting external evaluation be impartial in their requests and ask for an in-depth analysis of the candidate's performance. The qualifications of the teaching evaluators should be provided in the portfolio so that committees considering the candidate will have a basis from which to judge statements made in the evaluation.

Research appointments. External letters of evaluation of a candidate's research are critical components of the dossier for applicants for promotion to either Research

Associate Professor or Research Professor. By May 1 of the academic year in which a candidate will submit a promotion application, the Department Chair should begin to solicit external evaluations of the candidate. External reviewers are chosen in consultation with the candidate and his or her promotion review committee. A maximum of four peer evaluations can be included in the promotion materials.

The goal of external evaluations is to obtain qualified and comprehensive evaluations of the candidate's research programs and productivity. Letters should be solicited from referees that can comment in an impartial and objective way on the nominee's completed and current research, scholarly performance, and professional stature. Each external letter should represent an independent and objective assessment of the candidate's accomplishments relative to promotion criteria. The referees should be nationally recognized for their work. They should not represent any "conflict of interest" (e.g., former advisor, close friend) with the candidate. The qualifications of the referees must be provided in the dossiers. Evaluators should be encouraged to restrict themselves to concise statements of the significance and quality of the candidate's contributions.

Clinical appointments. For clinical appointments, it is imperative to document effectiveness and professionalism in clinical service delivery, clinical supervision, and teaching performance in clinical coursework. Evidence of effective clinical service delivery can include aggregate (and non-identifying) information on client loads and requests for service (i.e., ability to maintain a full caseload), client satisfaction, or client outcome and profession. Evidence of effectiveness in clinical supervision and coursework can include evaluations (self, student, and peer) of teaching effectiveness, awards, exceptional recognition from students, surveys or interviews with current and former students, and evidence of students' success.

For promotion considerations, the portfolios of applicants for the title of Clinical Associate Professor must include formal peer evaluations conducted by qualified individuals from the candidate's department (e.g., the Director of Clinical Training and/or Director of the Psychological Services Clinic). Applicants for the title of Clinical Professor must include peer evaluations by qualified individuals external to the candidate's department. A maximum of four peer evaluations can be included in the promotion materials.

The goal of peer evaluations is to obtain qualified and comprehensive evaluations of the candidate's teaching. Internal peer evaluations should, at a minimum, include visits to the candidate's classroom or supervision sessions and assessment of teaching strategies, materials, and performance. External peer evaluations should represent an independent and objective assessment of the candidate's accomplishments relative to instruction promotion criteria. Evaluation of clinical classroom teaching should be solicited from individuals who can assess the candidate's completed and active courses, materials, strategies, and related activities in an impartial, informed, and objective way. Evaluations of clinical service delivery should be solicited from professionals in the community who have interacted with the candidate professionally and should assess whether the evaluator has or would refer clients to the candidate, how they evaluate the candidate's

professionalism and ethics, etc. Evaluations of distinctive contributions to the profession may include letters from chairs of committees on which the candidate has served, or respected clinical psychologists who can comment on the candidate's record of service, presentations, etc. Evaluators should not represent any "conflict of interest" (e.g., former advisor, close friend) with the candidate. The qualifications of the external evaluators should be provided in the portfolio so that committees considering the candidate will have a basis from which to judge statements made in the evaluation.

VI. The Promotion Portfolio

Those seeking promotion should prepare a dossier similar to the ones used for promotion requests for tenure track faculty. The portfolio/dossier should comprehensively review the candidate's activities and accomplishments. It should contain evaluations of an individual's performance in the appropriate area of emphasis as well as professional and service activities relevant to the individual's assignment. The following information is expected in the dossier to provide adequate information to make a decision on promotion.

- Recommendation Signature Page, which includes a record of formal votes
- History and Recommendation Summary Form
- Dean's summary letter and recommendation
- Chair's summary letter and recommendation
- Department and divisional committee comments, summary of procedures used in review and appeals, and information on all formal votes
- Complete resume
- Letter of appointment
- clear summary of accomplishments in area of appointment, evidence of excellence and potential for continued growth.
- Internal and external peer evaluations (maximum of 4)
- Copy of Departmental guidelines for non-regular faculty (criteria for each level/rank should be outlined).

Assembling the portfolio/dossier

The portfolio/dossier is assembled by the candidate with the advice Department Chair. In most cases Resident Instruction Professional Track faculty will focus on compilation of a promotion portfolio whereas Research Professional Track faculty will generally prepare a promotion dossier. Although, Resident Instruction faculty may include information on research activities in their portfolios and Research faculty may include teaching or Extension activities in their dossiers.

Resident Instruction Teaching portfolios. Candidates should develop their teaching portfolios in consultation with their supervisor, mentor, and other knowledgeable individuals. It is recommended that prospective candidates for appointment begin thinking about their portfolios as soon as they begin their positions at MU and that they accumulate portfolio materials over time. The components of individual portfolios will vary between individuals and appointments. Suggested

guidelines are available from the MU Program for Excellence in Teaching. Most portfolios typically contain variants of the sections listed below (with representative types of materials for each section):

1. Teaching/Instruction Responsibilities (including instruction activities, courses and titles, frequency of instruction, enrollment statistics, information about students, newly-designed instructions)
2. Teaching/Instruction Philosophy and Goals (including statements on learning and teaching)
3. Representative Instructional Materials (including syllabi, program outlines, curriculum, handouts, assignments, delivery methodologies, problem sets, study guides, written plans, visual aids, descriptions of non-print materials and field demonstrations/trips)
4. Evaluations of Teaching/Instruction (including summaries of standardized student or participant evaluations, unsolicited letters of evaluation, observation reports, peer evaluations)
5. Teaching/Instruction Scholarship (including materials development, improved instructional techniques, state-of-the-art delivery systems, applied research demonstrations, workbooks and guides, reports and publications on teaching/instruction/applied research/demonstrations)
6. Awards and Honors (including explanations of honors and awards, factors contributing to the candidate's selection for the recognition, the sources of recognition, and the nature of competition for the recognition)
7. Advising, Service, and Professional Activities (including service in curriculum and program development, supervising and advising, cooperative work with student and clientele groups and organizations, internship supervision, participation in associations, editorial or other responsibilities, organization of professional activities)
8. Improvement Activities Undertaken (including participation in workshops and meetings on instructional improvement, grants and support for delivery and instructional improvement)
9. Procedure for Selection of Peer Reviewers

Research Dossiers. Candidates should develop their research dossiers in consultation with their supervisor, mentor, and other knowledgeable individuals. The Provost's Office also supplies information on the construction of an applicant's promotion dossier. It is recommended that prospective candidates for appointment begin thinking about their dossiers as soon as they begin their positions at MU and that they accumulate dossier materials and information over time. Waiting for the year of one's promotion review to begin construction of a dossier may result in less effective and

comprehensive documentation of one's research performance. The components of individual dossiers will vary between individuals and appointments. Most dossiers typically contain variants of the sections listed below (with representative types of materials for each section). Publications, reprints and books are not to be forwarded with the portfolio/dossier for review, but should be available upon request.

1. Narrative Summary of Accomplishments (including a summary of research interest areas, research activities)
2. Lists of Books, Refereed Journal Articles, and Other Refereed Publications (including contribution of the candidate to scholarly activity for jointly authored items, comments on the stature of the journals and publications in which items appear, and whether a work has appeared in print, or has been accepted).
3. List of Other Publications, e.g. abstracts, proceedings, bulletins and non-referred publications (including estimated percent of the contribution of the candidate to jointly-authored items, comments on the stature of publication sources, and whether an item has appeared in print, or has been accepted (i.e., "in press," in which case documentation of acceptance should be provided in the Appendix).
4. Placement of Scholarly Works Table (including names of presses and journals, number of publications in each, rate of acceptance of submissions for each source)
5. Extramural and Grant Support (including details on acquired funding and other resources, sources of support, and number of years)
6. Awards and Honors for Research Activity (including explanations of honors and awards, factors contributing to the candidate's selection for the recognition, the sources of recognition, and the nature of competition for the award or honor)
7. Service and Professional Activities (including summary of amount and quality of activities and contributions, participation in associations, editorial or other responsibilities, organization of professional activities)

Clinical portfolios. Clinical portfolios will share many features of the teaching portfolios, with the addition of documentation of clinical activity and effectiveness. Candidates should develop their clinical portfolios in consultation with their supervisor, mentor, and other knowledgeable individuals. It is recommended that prospective candidates for appointment begin thinking about their portfolios as soon as they begin their positions at MU and that they accumulate portfolio materials over time. The components of individual portfolios will vary between individuals and appointments. Some suggested components are listed below (with representative types of materials for each section):

1. Clinical Responsibilities (including expected and actual client load, clinic administration activities, instruction activities, courses and titles, frequency of

instruction, enrollment statistics, information about students/clients, newly-designed instructions)

2. Clinical Service and Training Philosophy and Goals (including statements on approach to clinical service delivery, philosophy of clinical training)
3. Representative instructional materials (including syllabi, program outlines, curriculum, handouts, assignments, delivery methodologies, problem sets, study guides, written plans, visual aids, descriptions of non-print materials and field demonstrations)
4. Evaluations of clinical service delivery (including any information on requests for service or waiting lists for the candidate, client satisfaction data, unsolicited [de-identified] letters of evaluation from clients)
5. Evaluations of teaching instruction (including summaries of standardized student or participant evaluations, unsolicited letters of evaluation, observation reports, peer evaluations)
6. Clinical Scholarship (including materials development, client case studies or other clinical research, workbooks and guides, reports and publications on topics relevant to clinical practice)
7. Awards and Honors (including explanations of honors and awards, factors contributing to the candidate's selection for the recognition, the sources of recognition, and the nature of competition for the recognition)
8. Service and Professional Activities (including clinic administration activities, cooperative work or consultation with campus or community groups, participation in associations, editorial or other responsibilities, organization of professional activities)
9. Improvement Activities Undertaken (including participation in workshops and meetings, grants and support for clinical service delivery improvement and professional development)
10. Peer reviews (e.g., from clinic director or community colleagues for clinical service; from clinic director, DCT, or other clinical faculty for supervision and clinical coursework)
11. Procedure for Selection of Peer Reviewers