

Department of Psychology
McCausland College of Arts and Sciences
University of South Carolina

Professional-Track Faculty Promotion Criteria and Procedures

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See final page for faculty revision and approvals history

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I. GENERAL INFORMATION AND TERMINOLOGY

The following information details the requirements, criteria, and general process for application for promotion in the Professional Track Faculty ranks as defined below:

Professional Track: Designation for faculty members who are engaged in instruction both inside and outside the classroom, service, research, and/or administration but who are not eligible for tenure (ACAF 1.06). Professional Track Faculty include Instructors, Teaching Professors, Clinical Instructors, and Clinical Professors, as defined fully below.

Instructors: Designation for faculty members who are full-time employees and whose primary duties are teaching. Instructors must hold at least a master's degree with a concentration in psychology (a minimum of 18 graduate semester hours). Instructor ranks include Instructor, Senior Instructor, and Principal Instructor. All instructor ranks are expected to have a base teaching load of 4:4, with 90% of their effort in teaching and 10% of effort in service.

Instructor: An individual appointed at the rank of Instructor is required to possess a master's degree in the teaching discipline or a master's degree with a concentration in the teaching discipline (a minimum of 18 graduate semester hours in the teaching discipline).

Senior Instructor: An individual appointed at, or promoted to, the rank of Senior Instructor must have the equivalent of five years of full-time teaching experience at an institute of higher education and evidence of effective instruction as defined by the unit. A master's degree in the teaching discipline or a master's degree with a concentration in the teaching discipline (a minimum of 18 graduate semester hours in the teaching discipline) is required.

Principal Instructor: An individual appointed at, or promoted to, the rank of Principal instructor requires the equivalent of nine years of full-time teaching experience at an institute of higher education and a record of excellent instruction as defined by the academic unit. A master's degree in the teaching discipline or a master's degree with a concentration in the teaching discipline (a minimum of 18 graduate semester hours in the teaching discipline) is required.

Teaching Professors: Designation for faculty who are full-time employees whose primary duties are teaching and hold a terminal degree in the designated discipline, and they are expected to participate in student mentoring. Teaching Professor ranks include Teaching Assistant Professor, Teaching Associate Professor, and Teaching Professor. All instructor ranks are expected to have a base teaching load of 4:4, with 80% of their effort in teaching, 10% in service, and 10% in mentorship.

Teaching Assistant Professor: An individual appointed as a Teaching Assistant Professor must have strong potential for development as a lecturer and student mentor. A terminal degree is required, usually an earned doctorate.

Teaching Associate Professor: An individual appointed as a Teaching Associate Professor must have a record of effective professional performance as defined by the academic unit, have at least five years of effective, relevant experience at an institute of higher education, and have strong potential for further development as a lecturer and student mentor. A terminal degree is required, usually an earned doctorate.

Teaching Professor: An individual appointed as a Teaching Professor must have a record of excellent instruction and mentorship as defined by the academic unit and at least nine years of

effective, relevant experience at an institute of higher education. This rank is reserved for individuals with proven stature in instructional roles. A terminal degree is required, usually an earned doctorate.

Clinical Instructors: Designation for faculty who are full-time employees and whose primary duties are supervision and teaching and hold at least a master's degree with a concentration in psychology (a minimum of 18 graduate semester hours). Clinical Instructor ranks include Clinical Instructor, Senior Clinical Instructor, and Principal Clinical Instructor. All clinical instructor ranks are expected to have a base teaching load of 3:3, with 90% of their effort in teaching/supervision and 10% of effort in service.

Clinical Instructor: An individual appointed at the rank of Instructor is required to possess at least a master's degree in the teaching and clinical (e.g., clinical, school, or counseling) discipline (a minimum of 18 graduate semester hours in the teaching/clinical discipline).

Clinical Senior Instructor: An individual appointed as or promoted to the rank of Senior Instructor must have the equivalent of five years of full-time teaching experience at an institute of higher education and evidence of effective instruction as defined by the unit. A master's degree in the teaching and clinical discipline (a minimum of 18 graduate semester hours in the teaching/clinical discipline) is required.

Clinical Principal Instructor: An individual appointed as or promoted to the rank of Principal Instructor requires the equivalent of nine years of full-time teaching experience at an institute of higher education and a record of excellent instruction as defined by the academic unit. A master's degree in the teaching and clinical discipline (a minimum of 18 graduate semester hours in the teaching/clinical discipline) is required.

Clinical Professors: Designation for faculty who hold a terminal degree and are license-eligible as a psychologist by the South Carolina Labor and Licensing Regulation Board. Clinical Professor ranks include Clinical Assistant Professor, Clinical Associate Professor, and Clinical Professor. All clinical professor ranks are expected to have a base teaching load of 3:3, with 80% of their effort in teaching/supervision, 10% in service, and 10% in mentorship.

Clinical Assistant Professor: An individual appointed as a Clinical Assistant Professor must have strong potential for development as a clinical supervisor. A terminal degree is required, usually an earned doctorate, and the individual must be license-eligible as a psychologist by the South Carolina Labor and Licensing Regulation Board.

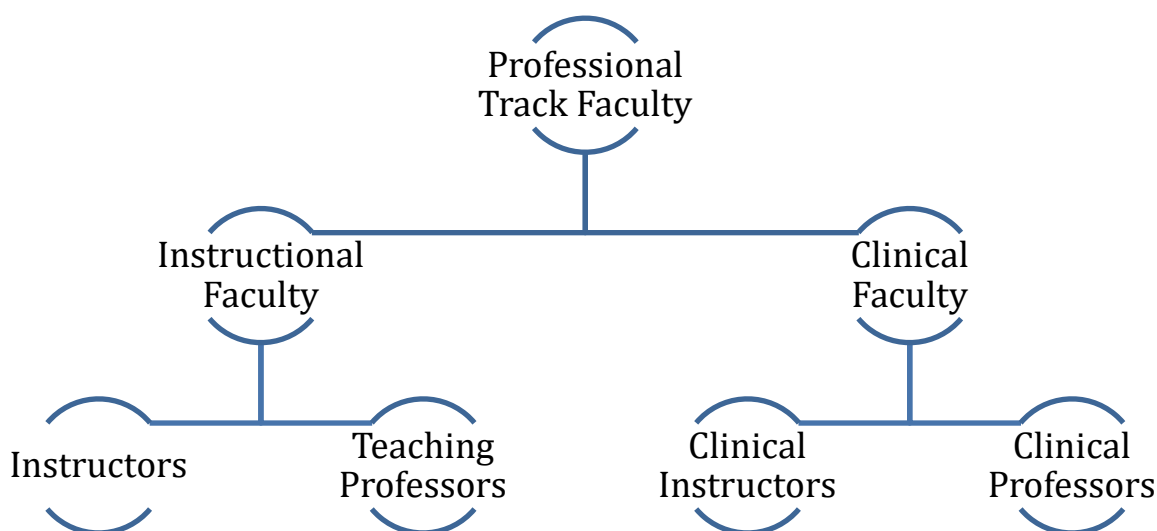
Clinical Associate Professor: An individual appointed as a Clinical Associate Professor must have a record of effective, relevant professional performance as defined by the academic unit, have at least five years of effective relevant professional experience, and have strong potential for further development as a clinical supervisor. A terminal degree is required, usually an earned doctorate, and the individual must be license-eligible as a psychologist by the South Carolina Labor and Licensing Regulation Board.

Clinical Professor: An individual appointed as a Clinical Professor must have a record of excellent professional performance as defined by the academic unit, and have at least nine years of effective, relevant professional experience. This rank is reserved for individuals with proven stature as a supervisor. A terminal degree is required, usually an earned doctorate, and the individual must be license-eligible as a psychologist by the South Carolina Labor and Licensing Regulation Board.

See the following graphic (Fig. 1) for a visualization of the Professional Track Faculty designations.

Figure 1

Professional Track Faculty Designations



II. PROCEDURES FOR PROMOTION

a. General Guidelines and Minimum time in Service

General Guidelines: The calendar for collecting and reviewing promotion files will match the Professional Track Faculty Promotion Review Schedule as set by the College of Arts and Sciences and the University. Eligible Professional Track Faculty wanting to be considered for promotion must notify the Psychology Department Chair in writing before the set deadline and start assembling their dossier. The Department Chair will then notify the Dean's Office of eligible Professional Track Faculty requesting promotion. The Department Chair will evaluate the promotion file as outstanding, excellent, good, fair or unsatisfactory. In accordance with ACAF 1.16 C3, promotion is recommended by the Dean and approved by the Executive Vice President for Academic Affairs and Provost.

Minimum time in Service: All Professional Track Faculty normally complete a 1-year probationary period before being eligible for promotion.

b. Professional Track Faculty Committee (PTFC)

The Professional Track Faculty Committee (PTFC) reviews the promotion files and votes (see section III). An elected PTFC chair and PTFC vice chair will be professional-track faculty members (when possible) and of a rank higher than the candidate. Composition of the unit's PTFC will include all departmental faculty of higher rank than the candidate (i.e., tenured and professional track). The PTFC must contain at least five members of appropriate rank. The PTFC chair will designate one committee member to assemble the teaching summary, making it available to appropriate faculty in the Department for review prior to voting.

c. Portfolio Requirements

- i. Each Professional Track Faculty member pursuing promotion must assemble a file in accordance with the type and rank of the position. The College of Arts and Sciences and the Office of the Provost specifies the required documents and the organization for the primary and secondary files.
- ii. The promotion file should be submitted to the Department Chair by the date indicated in the promotion review schedule.
- iii. The Department Chair will provide the PTFC Chair copies of the complete file for committee review.

III. VOTING

Voting within the PTFC and departmental faculty will be based on the rank of the candidate being evaluated as follows:

- a. For promotion from Instructor to Senior Instructor, Clinical Instructor to Clinical Senior Instructor, Clinical Assistant Professor to Clinical Associate Professor, or from Teaching Assistant Professor to Teaching Associate Professor, the PTFC will be comprised of members of the faculty that include all Rank 2 and Rank 3 equivalencies (see Table 1).
- b. For promotion from Senior Instructor to Principal Instructor, Clinical Senior Instructor to Clinical Principal Instructor, Clinical Associate Professor to Clinical Professor, or from Teaching Associate Professor to Teaching Professor, the PTFC will be comprised of members of the faculty that include all Rank 3 equivalencies.

See **Table 1** for rank equivalencies.

Table 1

Equivalencies Across Professional Track and Tenure Track Ranks for Voting Purposes

Equivalency	PTF Instructors	PTF Teaching Professors	PTF Clinical Instructors	PTF Clinical Professors	Tenure Track Professors
Rank 1	Instructor	Teaching Assistant Professor	Clinical Instructor	Clinical Assistant Professor	Assistant Professor

Rank 2	Senior Instructor	Teaching Associate Professor	Clinical Senior Instructor	Clinical Associate Professor	Associate Professor
Rank 3	Principal Instructor	Teaching Professor	Clinical Principal Instructor	Clinical Professor	Professor

Votes and voting justifications (as required by the university board of trustees) will be submitted via anonymous ballot. Each ballot must contain a written justification. A vote will be considered positive by majority calculation (2/3 or more positive votes of the total votes cast). Abstentions do not count in the total number of votes. Ballots will be collected and provided to the Department Chair to be included in the final recommendation.

Conflict of Interest. Any otherwise eligible faculty member who has a conflict of interest or a family or other close personal relationship with the candidate that could affect their objectivity shall not vote or otherwise participate in the process. A conflict of interest will be deemed to exist between the candidate and a faculty member if either of the following conditions exist:

- a. The voting member was a master's, doctoral, or postdoctoral advisor of the candidate.
- b. The voting member is or has been a member of the candidate's immediate family or lives or has lived in the same household.

Once voting is complete and promotion is recommended, the Department Chair will add the Vote Summary Form and Chair's Letter of Support to the file.

Affirmative Recommendations at the Unit Level. A candidate's file will be sent forward if the unit recommends promotion.

Negative Recommendations at the Unit Level. Upon written request of a candidate dissatisfied with any negative decision on promotion by the unit, the unit shall send that candidate's file through all appropriate channels for endorsement to the provost for appropriate action. Failure to recommend a candidate favorably for promotion is without prejudice with respect to future consideration. Unit criteria should state procedures for recourse for any candidate dissatisfied with any negative decision. After the decision by the provost, candidates dissatisfied with the decision regarding promotion may submit an appeal to the University Faculty Appellate Panel.

Review by Provost. Promotion is recommended by the dean and approved by the Executive Vice President for Academic Affairs and Provost. The provost's approval is final.

IV. ADJECTIVAL ASSESSMENT STANDARDS

Performance descriptors used in this document derive from the faculty assessment standards outlined in the Faculty Manual and are defined as follows:

Outstanding: Candidate performance in teaching and service (includes mentorship for professor ranks) is far above the minimally effective level.

Excellent: Candidate performance in teaching and service (includes mentorship for professor ranks) significantly exceeds the minimally effective level.

Good: Candidate performance in teaching and service (includes mentorship for professor ranks) is evidently above the minimally effective level.

Fair: Candidate performance in teaching and service (includes mentorship for professor ranks) meets the minimally effective level.

Unacceptable: Candidate performance in teaching and service (includes mentorship for professor ranks) does not meet the minimally effective level.

The evidence detailed in this policy should be used to show progress *beyond* the minimally effective level. Candidates need not have evidence from every category but should provide enough evidence to produce an aggregate picture of leadership in teaching, course, and curriculum development. *See section V for specific examples of primary (which demonstrate excellent and/or outstanding performance in a given domain) and secondary (which demonstrate good performance in a given domain) indicators for Teaching (V.a), Service (V.b), and Mentorship (V.c).*

a. Assessment Standards for each Performance Threshold From at least Minimal

i. Teaching

Evidence of outstanding teaching will be indicated by a majority of peer evaluations rating the candidate as a minimum of “outstanding” across indicators in each evaluative domain of the peer teaching assessment (e.g., course syllabus, class presentation, overall evaluation, etc.), and a majority of student evaluations rating the candidate’s instruction as above the minimally effective level. The latter is supported by an average rating comparable to the unit average across similar courses on the student evaluation instruments while also demonstrating multiple primary indicators and multiple secondary indicators from the “Teaching (and Student Development) Indicators” in Section V.

Evidence of excellent teaching will be indicated by a majority of peer evaluations rating the candidate as a minimum of “excellent” across indicators in each evaluative domain of the peer teaching assessment (e.g., course syllabus, class presentation, overall evaluation, etc.), and a majority of student evaluations rating the candidate’s instruction as above the minimally effective level. The latter is supported by an average rating comparable to the unit average across similar courses on the student evaluation instruments while also demonstrating at least one primary indicator and multiple secondary indicators from the “Teaching (and Student Development) Indicators” in Section V.

Evidence of good teaching will be indicated by a majority of peer evaluations rating the candidate as a minimum of “good” across indicators in each evaluative domain of the peer teaching assessment (e.g., course syllabus, class presentation, overall evaluation, etc.), and a majority of student evaluations rating the candidate’s instruction as below the minimally effective level. The latter is supported by an average rating comparable to the unit average across similar courses on the student evaluation instruments while also demonstrating at least one primary indicator or multiple secondary indicators from the “Teaching (and Student Development) Indicators” in Section V.

Evidence of fair teaching will be indicated by a majority of peer evaluations rating the candidate as a minimum of “fair” across indicators in each evaluative domain of the peer teaching assessment (e.g., course syllabus, class presentation, overall evaluation, etc.), and a majority of student evaluations rating the candidate’s instruction as below the minimally effective level. The latter is supported by an average rating comparable to the unit average across similar courses on the student evaluation instruments while also demonstrating no primary indicator and one secondary indicator from the “Teaching (and Student Development) Indicators” in Section V.

Evidence of unacceptable teaching will be indicated by a majority of peer evaluations rating the candidate as “unacceptable” across indicators in each evaluative domain of the peer teaching assessment (e.g., course syllabus, class presentation, overall evaluation, etc.), and a majority of student evaluations rating the candidate’s instruction as below the minimally effective level. The latter is supported by a below average rating comparable to the unit average across similar courses on the student evaluation instruments while also demonstrating no primary indicator or secondary indicators from the “Teaching (and Student Development) Indicators” in Section V.

ii. Service

Evidence of outstanding service is indicated by the candidate contributing to the necessary service functions of the department, college, university, and/or professional community, as well the candidate having a clear record of service and activities that may include but are not limited to leadership roles and/or major contributions to the candidate’s field at a regional, national, and/or international level (including teaching-focused areas). Necessary service functions include regular attendance at faculty meetings and instructor meetings (for teaching faculty) or PSC Supervisor Meetings (for Clinical Faculty), as well as service for at least one year on a department, college, or university committee. In addition to necessary service functions, the candidate must also demonstrate multiple primary indicators and multiple secondary indicators from the “Service Indicators” in Section V.

Evidence of excellent service is indicated by the candidate contributing to the necessary service functions of the department, college, university, and/or professional community, as well the candidate having a clear record of service and activities that may include but

are not limited to leadership roles and/or major contributions to the candidate's field at a regional, national, and/or international level (including teaching-focused areas). Necessary service functions include regular attendance at faculty meetings and instructor meetings (for teaching faculty) or PSC Supervisor Meetings (for Clinical Faculty), as well as service for at least one year on a department, college, or university committee. In addition to necessary service functions, the candidate must also demonstrate at least one primary indicator and multiple secondary indicators from the "Service Indicators" in Section V.

Evidence of good service is defined by the candidate contributing to the necessary service functions of the department, college, university, and/or professional community. Necessary service functions include regular attendance at faculty meetings and instructor meetings (for teaching faculty) or PSC Supervisor Meetings (for Clinical Faculty), as well as service for at least one year on a department, college, or university committee. Service may also include research and scholarly activities (e.g., publications). In addition to necessary service functions, the candidate must also demonstrate either one primary indicator or multiple secondary indicators from the "Service Indicators" in Section V.

Evidence of fair service is defined by the candidate contributing to the necessary service functions of the department, college, university, and/or professional community. Necessary service functions include regular attendance at faculty meetings and instructor meetings (for teaching faculty) or PSC Supervisor Meetings (for Clinical Faculty), as well as service for at least one year on a department, college, or university committee. Service may also include research and scholarly activities (e.g., publications). The candidate has not participated in necessary service functions and/or demonstrates no primary indicator and one secondary indicator from the "Service Indicators" in Section V.

Evidence of unacceptable service is defined by the candidate not contributing to the necessary service functions of the department, college, university, and/or professional community. Necessary service functions include regular attendance at faculty meetings and instructor meetings (for teaching faculty) or PSC Supervisor Meetings (for Clinical Faculty), as well as service for at least one year on a department, college, or university committee. Service may also include research and scholarly activities (e.g., publications). The candidate has not participated in necessary service functions nor demonstrates any primary indicator or secondary indicators from the "Service Indicators" in Section V.

iii. Mentorship

Evidence of outstanding mentorship is defined by the candidate training undergraduate (and potentially graduate) students in areas such as research, career planning, professional development, etc. The candidate must demonstrate multiple primary

indicators and multiple secondary indicators from the “Mentorship Indicators” in Section V.

Evidence of excellent mentorship is defined by the candidate training undergraduate (and potentially graduate) students in areas such as research, career planning, professional development, etc. The candidate must demonstrate at least one primary indicator and multiple secondary indicators from the “Mentorship Indicators” in Section V.

Evidence of good mentorship is defined by the candidate training undergraduate (and potentially graduate) students in areas such as research, career planning, professional development, etc. The candidate must demonstrate either one primary indicator or multiple secondary indicators from the “Mentorship Indicators” in Section V.

Evidence of fair mentorship is defined by the candidate training undergraduate (and potentially graduate) students in areas such as research, career planning, professional development, etc. The candidate must demonstrate no primary indicator and one secondary indicator from the “Mentorship Indicators” in Section V.

Evidence of unacceptable mentorship is defined by the candidate training undergraduate (and potentially graduate) students in areas such as research, career planning, professional development, etc. The candidate demonstrates no primary indicator nor any secondary indicators from the “Mentorship Indicators” in Section V.

iv. Supervision

Evidence of outstanding supervision will be indicated by a majority of supervisor evaluations rating the candidate’s supervision as outstanding. The latter is supported by an average rating comparable to the unit average on the “Assessment of Practicum Supervisor” form. Additional evidence of outstanding supervision may include but is not limited to oversight of student clinical work at externship sites, regular attendance at group supervision, and timeliness with administrative tasks (e.g., clinical and supervision notes and reviewing/signing reports, etc.) while also demonstrating multiple primary indicators and multiple secondary indicators from the “Teaching (and Student Development) Indicators” specific to clinical faculty that are in Section V.

Evidence of excellent supervision will be indicated by a majority of supervisor evaluations rating the candidate’s supervision as excellent or better. The latter is supported by an average rating comparable to the unit average on the “Assessment of Practicum Supervisor” form. Additional evidence of excellent supervision may include but is not limited to oversight of student clinical work at externship sites, regular attendance at group supervision, and timeliness with administrative tasks (e.g., clinical and supervision notes and reviewing/signing reports, etc.) while also demonstrating at least one primary and multiple secondary indicators from the “Teaching (and Student Development) Indicators” specific to clinical faculty that are in Section V below.

Evidence of good supervision will be indicated by a majority of supervisor evaluations rating the candidate's supervision as good or better. The latter is supported by an average rating comparable to the unit average on the "Assessment of Practicum Supervisor" form. Additional evidence of good supervision may include but is not limited to oversight of student clinical work at externship sites, regular attendance at group supervision, and timeliness with administrative tasks (e.g., clinical and supervision notes and reviewing/signing reports, etc.) while also demonstrating at least one primary or multiple secondary indicators from the "Teaching (and Student Development) Indicators" specific to clinical faculty that are in Section V below.

Evidence of fair supervision will be indicated by a majority of supervisor evaluations rating the candidate's supervision as fair. The latter is supported by an average rating comparable to the unit average on the "Assessment of Practicum Supervisor" form. Additional evidence of fair supervision may include but is not limited to oversight of student clinical work at externship sites, regular attendance at group supervision, and timeliness with administrative tasks (e.g., clinical and supervision notes and reviewing/signing reports, etc.) while also demonstrating no primary indicator and one secondary indicator from the "Teaching (and Student Development) Indicators" specific to clinical faculty that are in Section V below.

Evidence of unacceptable supervision will be indicated by a majority of supervisor evaluations rating the candidate's supervision as unacceptable. The latter is supported by a below average rating comparable to the unit average on the "Assessment of Practicum Supervisor" form. Additional evidence of unacceptable supervision may include but is not limited to oversight of student clinical work at externship sites, regular attendance at group supervision, and timeliness with administrative tasks (e.g., clinical and supervision notes and reviewing/signing reports, etc.) while demonstrating no primary or secondary indicators from the "Teaching (and Student Development) Indicators" specific to clinical faculty that are in Section V below.

b. Minimally Effective Level of Performance for each Promotion

i. Promotion to Senior Instructor

The candidate should have a strong record of performance, usually involving excellence in both teaching and service. *The minimally effective level of performance needed for promotion to Senior Instructor is excellent teaching and good service.* The candidate should demonstrate sustained progress towards excellence in teaching (e.g., attendance of pedagogical/teaching professional development, clear integration of feedback and improvements into practices, etc.).

ii. Promotion to Principal Instructor

The candidate should have a compelling record of performance, usually involving outstanding performance in both teaching and service. *The minimally effective level of*

performance needed for promotion to Principal Instructor is excellent teaching and excellent service. The candidate should demonstrate sustained progress towards excellence in teaching (e.g., attendance of pedagogical/teaching professional development, clear integration of feedback and improvements into practices, etc.).

iii. Promotion to Teaching Associate Professor

The candidate should have a strong record of performance in both teaching and service (including student mentorship). *The minimally effective level of performance needed for promotion to Associate Teaching Professor is excellent teaching, good service, and good mentorship.* The candidate should demonstrate sustained progress towards excellence in teaching (e.g., attendance of pedagogical/teaching professional development, clear integration of feedback and improvements into practices, etc.).

iv. Promotion to Teaching Professor

The candidate should hold a terminal degree and have a compelling record of performance, usually involving outstanding performance in both teaching and service. *The minimally effective level of performance needed for promotion to Professor is excellent teaching, excellent service, and excellent mentorship (including mentorship at the undergraduate and/or graduate level, as well as professional level).* The candidate should demonstrate sustained progress towards excellence in teaching (e.g., attendance of pedagogical/teaching professional development, clear integration of feedback and improvements into practices, etc.).

v. Promotion to Clinical Senior Instructor

The candidate should have a strong record of performance, usually involving excellence in teaching, supervision, and service. *The minimally effective level of performance needed for promotion to Clinical Senior Instructor is excellent teaching, excellent supervision, and good service.* The candidate should demonstrate sustained progress towards excellence in teaching (e.g., attendance of pedagogical/teaching professional development, clear integration of feedback and improvements into practices, etc.) and supervision (e.g., participating in continuing education offerings to improve clinical skills and addressing areas of concern related to supervisor evaluations).

vi. Promotion to Clinical Principal Instructor

The candidate should have a compelling record of performance, usually involving outstanding performance in both teaching, supervision, and service. *The minimally effective level of performance needed for promotion to Clinical Principal Instructor is excellent teaching, excellent supervision, and excellent service.* The candidate should demonstrate sustained progress towards excellence in teaching (e.g., attendance of pedagogical/teaching professional development, clear integration of feedback and improvements into practices, etc.) and supervision (e.g., participating in continuing

education offerings to improve clinical skills and addressing areas of concern related to supervisor evaluations).

vii. Promotion to Clinical Associate Professor

The candidate should hold a terminal degree, be license-eligible as a psychologist by the South Carolina Labor and Licensing Regulation Board, and have a strong record of performance, usually involving excellence in supervision, teaching, and service (including mentorship). ***The minimally effective level of performance needed for promotion to Clinical Associate Professor is excellent teaching, excellent supervision, and good service, and good mentorship.*** The candidate should demonstrate a sustained progress towards excellence in teaching (e.g., attendance of pedagogical/teaching professional development, clear integration of feedback and improvements into practices, etc.) and supervision (e.g., participating in continuing education offerings to improve clinical skills and addressing areas of concern related to supervisor evaluations).

viii. Promotion to Clinical Professor

The candidate should hold a terminal degree, be license-eligible as a psychologist by the South Carolina Labor and Licensing Regulation Board, and have a strong record of performance, usually involving excellence in both supervision and teaching. ***The minimally effective level of performance needed for promotion to Clinical Professor is excellent teaching, excellent supervision, and excellent service, and excellent mentorship (including mentorship at the undergraduate and/or graduate level, as well as professional level).*** The candidate should demonstrate a sustained progress towards excellence in teaching (e.g., attendance of pedagogical/teaching professional development, clear integration of feedback and improvements into practices, etc.) and supervision (e.g., participating in continuing education offerings to improve clinical skills and addressing areas of concern related to supervisor evaluations).

V. ASSESSING TEACHING, SERVICE, AND MENTORSHIP

The following is not an exhaustive list of teaching, supervision, service, and mentorship indicators, but a guide to determining quality to rank candidate accomplishments. Note that some indicators may overlap categories, depending on the focus and breadth of the commitment.

a. Teaching (and Student Development) Indicators (Note: Also Includes Supervision Indicators for Clinical Professional Track Faculty)

A record of successful teaching is required of all promotion candidates, with promotion to Senior Instructor, Clinical Senior Instructor, Teaching Associate Professor, and Clinical Associate Professor requiring an adjectival rating of at least *excellent*, and promotion to Principal Instructor, Clinical Principal Instructor,

Teaching Professor, and Clinical Professor requiring an adjectival rating of at least *excellent*. Teaching and student development in the Department of Psychology involves classroom instruction of graduate and undergraduate students, supervision of individual student projects, and mentoring of students. In addition, supervision of student clinical activities is required of all clinical faculty and serves as a critical student development activity for students in the applied psychology concentrations (School Psychology and Clinical/Community Psychology doctorate concentrations).

The following items serve as evidence of teaching and student development activity in priority order of evaluation, where primary and secondary evidentiary tiers are differentiated. Items listed under Primary Indicators reflect greater impact in promotion decisions, as compared to items listed in Secondary Indicators. The importance of items listed *within* a given evidentiary tier is considered equal, and candidacy does not need to be supported by all items listed.

i. Primary Indicators

1. Effective teaching of undergraduate courses, as demonstrated by peer and student evaluations
2. Effective teaching of graduate courses, as demonstrated by peer and student evaluations
3. Consistent and documented use of varied teaching modalities (e.g., in-class demonstrations, hands-on exercises, experiential projects or learning opportunities, student-based research projects in class, etc.)
4. Teaching core courses for undergraduate and/or graduate programs
5. Provides supervision of student externship practicum placement or PSC Clinical Assistant (applicable only to Clinical Professional Track Faculty)
6. Plans or coordinates clinical didactic training for practicum course or extracurricular activity (e.g., workshop or Therapy 101)
7. Serving as primary mentor of theses and dissertations (including Director of Honors Theses)
8. Leadership in teaching (e.g., successful acquisition of funding for development of new, or improvement of existing teaching infrastructure or approaches)
9. Contributions to course and curriculum development (e.g., development of new courses, major revisions to existing course, adopting a new text, and/or resurrection of existing courses that have not been recently taught)
10. Implementing new techniques, projects, etc. related to the development of new courses via an awarded teaching grant
11. Regular engagement in clinical training continuing education requirements and/or other requirements to maintain/attain licensure (applicable only to Clinical Professional Track Faculty)
12. Supervision of undergraduate independent study projects
13. Respond to on-call supervisory needs and serve as back-up supervisor when a student's primary supervisor is unavailable (applicable only to Clinical Professional Track Faculty)

14. Awards received by student mentees, including grants, research awards, and other competitive prizes

ii. Secondary Indicators

1. Supervision of comprehensive projects
2. Applying to teaching grants (e.g., grants to support course development, experiential learning, etc.)
3. Supervision of PSC group or student at externship practicum site (applicable only to Clinical Professional Track Faculty)
4. Regular attendance and contributions during practicum courses and group supervision (applicable only to Clinical Professional Track Faculty)
5. Regularly provides opportunities for growth and understanding of supervisees in cultural humility and competence in case conceptualization (applicable only to Clinical Professional Track Faculty)
6. Providing research expertise/consultation on postdoctoral, graduate and/or undergraduate student research
7. Serving as a second reader or committee member on theses, comprehensive exams, and dissertations (including an Honors Thesis committee)
8. Attending professional development related to teaching
9. Teaching activities that support and promote DEI

Additional quality indicia of a candidate's teaching and student development activity not directly implied by the list above include but are not limited to: (a) number of supervised student research projects judged by peers to be average or above for the specialty area, (b) quantity and quality of publications resulting from student research judged by peers to be average or above for the specialty area, (c) written statements from current and former students identifying the candidate as having made a significant contribution to their professional development, and (d) teaching awards.

b. Service Indicators

A record of sustained, effective service is expected of all faculty and is required of all promotion candidates (with ratings of at least *good* service required for promotion to Senior Instructor, Principal Instructor, Teaching Assistant Professor, and Clinical Assistant Professor, and *excellent* for promotion to Principal Instructor, Teaching Professor, and Clinical Professor). Service activities may be engaged in within one or more of the following settings: department, college, university, profession, as well as community and/or larger society.

The following items serve as evidence of service activity in priority order of evaluation, where primary and secondary evidentiary tiers are differentiated. Items listed under Primary Indicators reflect greater impact in promotion decisions, as compared to items listed in Secondary Indicators. The importance of items listed *within* a given evidentiary tier is considered equal, and candidacy does not need to be supported by all items listed.

i. Primary Indicators

1. Editorial activity for peer-reviewed journal outlets (e.g., Editor, Guest Editor, Editorial Board Member, etc.)
2. Peer reviewing for a professional/scientific journal
3. Service on an external grant review panel
4. Serving as primary mentor on theses and dissertations (including Director of Honors Theses)
5. Director (or leader) of College and/or University program (e.g., Psychology Services Center Director)
6. Chair of College, University, and/or departmental committees
7. Faculty governance participation
8. Officer of professional/scientific association
9. Committee chair for professional/scientific association
10. Organizer of professional/scientific conferences
11. Supervising research students
12. Overseeing research projects
13. Oversight and coordination of externship practicum site (applicable only to Clinical Professional Track Faculty)
14. Refereed (i.e., peer-reviewed) journal articles
15. Extramural grants from agencies that peer review proposals
16. Internal grants provided through USC
17. Invited presentations
18. Chairing a symposium, panel, talk series (etc.)
19. Presentations (poster, talk, etc.) in professional setting (e.g., conference) outside of USC
20. Authored books
21. Edited books
22. Software
23. Patents
24. Contribute to site reviews by APA
25. Serve as the PTFC Chair
26. Present a Teaching Summary for promotion of a colleague

ii. Secondary Indicators

1. Chair of Concentration committees
2. Peer reviewing for a conference/professional meeting
3. Active engagement and participation in the department (e.g., attending meetings and job talks, participating in hiring, etc.)
4. Participant in Department, College, and/or University committees
5. Consultant to federal, state, or local agencies
6. Committee member for professional/scientific association
7. Service activities that support and promote diversity, equity, and inclusion
8. Regular participation at PSC Staff Meetings (applicable only to Clinical Professional Track Faculty)
9. Presentations to, or professional participation in, community groups

10. Providing Research expertise consulting on faculty research
11. Grant submissions
12. Book chapters and/or monographs
13. Book reviews
14. Non-refereed publications
15. White papers and/or technical reports
16. Presentations within the university

Additional quality indicia of a candidate's service activity not directly implied by the list above include but are not limited to: (a) letters acknowledging the contribution of service activities from the groups affected, (b) documentation of committee accomplishments under the directorship of the candidate, supervision of student independent research projects, and (d) documented recognition of the Department, College, or University because of service rendered by the candidate.

c. Mentorship Indicators

A record of sustained, effective mentorship is expected of all Teaching and Clinical Professor ranks and is required of all promotion candidates (with ratings of at least *good* mentorship required for promotion to Teaching Associate Professor and Clinical Associate Professor, and *excellent* for promotion to Teaching Professor and Clinical Professor). Mentorship may be provided at any level, but the expectation is that those promoting to Teaching Assistant Professor and Clinical Assistant Professor are focusing on undergraduate and graduate student mentorship (e.g., career guidance, supervising research projects), while those seeking promotion to Teaching Professor and Clinical Professor are also engaging in professional mentorship (e.g., junior faculty).

The following items serve as evidence of mentorship activity in priority order of evaluation, where primary and secondary evidentiary tiers are differentiated. Items listed under Primary Indicators reflect greater impact in promotion decisions, as compared to items listed in Secondary Indicators. The importance of items listed *within* a given evidentiary tier is considered equal, and candidacy does not need to be supported by all items listed.

i. Primary Indicators

1. Career planning with students
2. Course advisement/longer-term course mapping
3. Serving as primary mentor of theses and dissertations (including Director of Honors Theses)
4. Supervising student independent research projects
5. Writing letters of recommendation for graduate programs, internships, etc.
6. Professional: Publishing work, leading workshops, etc. on effective teaching practices
7. Professional: Writing letters of recommendation for awards, grants, promotion, etc. for faculty

8. Professional: Providing quality mentorship to a faculty member or graduate student (e.g., one who is teaching a similar course with more than handing off materials)
9. Professional: Completing Individualized Clinical Training Plan Meetings with graduate students (applicable only to professional track clinical faculty)
10. Serve as the PTFC Chair
11. Present a Teaching Summary for promotion of a colleague

Secondary Indicators

1. Serving as a second reader or committee member on theses, comprehensive exams, and dissertations (including an Honors Thesis committee)
2. Meeting regularly with students outside of listed office hours
3. Professional: Supervising teaching assistants beyond basic duties (e.g., mentored teaching)
4. Professional: Collaborating with faculty and staff in the development of teaching strategies
5. Professional: Sharing materials with faculty (or graduate student) teaching similar courses (e.g., copying Blackboard, providing PowerPoints/notes, etc.)

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