



WILLIAM JAMES  
COLLEGE

# William James College Standards & Procedures for Faculty Rank



1 Wells Avenue  
Newton, Massachusetts 02459  
617.327.6777  
[williamjames.edu](http://williamjames.edu)

*September 20, 2024*

# Table of Contents

<b>INTRODUCTION</b>	<b>3</b>
<b>PREAMBLE</b>	<b>3</b>
<b>DEFINING SCHOLARSHIP AT WILLIAM JAMES COLLEGE</b>	<b>4</b>
Instructor	5
Senior Instructor	5
Assistant Professor	5
Associate Professor	6
Professor of Practice	7
Professor	8
<b>Adjunct Faculty</b>	<b>9</b>
Lecturer	9
Senior Lecturer	9
<b>Clinical Faculty</b>	<b>9</b>
Clinical Instructor	9
Senior Clinical Instructor	10
<b>Faculty Emeriti/ae</b>	<b>10</b>
<b>Visiting Scholar</b>	<b>10</b>
<b>CRITERIA FOR APPOINTMENT AND PROMOTION</b>	<b>11</b>
<b>Steps for Creating a Promotions Profile</b>	<b>11</b>
Areas of Excellence	11
Teaching and Educational Leadership	11
Innovation, Expertise and Community Engagement	11
Investigation and Research	12
<b>RUBRICS FOR EACH AREA OF EXCELLENCE (EXAMPLES OF COMMON ACHIEVEMENTS FOR A GIVEN RANK)</b>	<b>12</b>
Teaching and Educational Leadership	12
At the Assistant Professor level	13

At the Associate Professor level _____	13
At the Professor level _____	13
Innovation, Expertise and Community Engagement _____	14
At the Assistant Professor level _____	15
At the Associate Professor level _____	15
At the Professor level _____	15
Investigation and Research _____	18
At the Assistant Professor level _____	18
At the Associate Professor level _____	19
At the Professor level _____	19
<b>IMPLEMENTATION PROCEDURES FOR DETERMINING RANK _____</b>	<b>21</b>
<b>Promotions in Rank _____</b>	<b>21</b>
<b>Determining Rank for New Hires _____</b>	<b>23</b>
<b>Periodic Review _____</b>	<b>24</b>
<b>APPENDIX A: IMPLEMENTATION PROCEDURES FOR DETERMINING RANK _</b>	<b>25</b>
<b>Promotions in Rank for Vice-President for Academic Affairs (VPAA) _____</b>	<b>25</b>
<b>APPENDIX B: IMPLEMENTATION PROCEDURES FOR DETERMINING RANK _</b>	<b>27</b>
<b>Promotions in Rank for Department Chairs _____</b>	<b>27</b>
<b>APPENDIX C: CURRICULUM VITAE (WJC RANK TEMPLATE) _____</b>	<b>29</b>
<b>APPENDIX D: PROMOTIONS CHECKLIST _____</b>	<b>32</b>
<b>APPENDIX E: APPLICATION FOR RANK _____</b>	<b>33</b>
<b>APPENDIX F: PROMOTIONS COMMITTEE RECOMMENDATION FOR APPLICANT RANK _____</b>	<b>37</b>
<b>APPENDIX G: COVID IMPACT STATEMENT _____</b>	<b>39</b>
<b>ADDENDUM FOR HISTORICAL REFERENCE _____</b>	<b>41</b>
<b>REFERENCES _____</b>	<b>43</b>

## INTRODUCTION

The standards and procedures for a faculty rank system at William James College are based upon contemporary American Psychological Association faculty standards (APA Center for Workforce Studies, June 2010), with consideration given to (a) typical academic practices at other professional psychology schools, (b) standards for graduate-level faculty in institutions of our size and type, and (c) William James College's own institutional practices and aspirations. The initial document was drafted by the Vice-President for Academic Affairs (VPAA) in the fall of 2011. The charge to revise this document was given to the Faculty Stewardship Committee (FSC) by William James College's President on September 19, 2012. This document was also modified in response to questions directed to the FSC by the Academic Affairs Committee of William James College's Board of Trustees, issued through the minutes of their December 10, 2012 meeting. The content of this current document was developed by the FSC in collaboration with the Committee on Scholarship and Research, the Faculty Advisory Committee, the Office of Research, the Academic Affairs Committee of the William James College Board of Directors, Department Heads, Academic Administrators, and the general faculty. The FSC has further refined it periodically in collaboration with the VPAA, department chairs, and the Promotions Committees.

## PREAMBLE

The American Psychological Association's Education Directorate (2006) presented a conceptual framework for self-study in graduate departments of psychology. Within that landmark document, the Directorate wrote extensively about the nature of scholarship, endorsing Boyer's (1990, 1996) broader view. The APA Education Directorate (2006, p. 9) concluded: "that scholarship can be conceptualized as reflective intellectual activity that considers one's professional work activities not only in the context of one's disciplinary knowledge, but also in a larger framework of intellectual work and its significance for society, including its cultural context. More than merely being reflective, however, scholarship in its best form is creative, can be documented, subjected to peer review, and is otherwise made public."

William James College's Faculty Rank System endorses faculty rank considerations that support, appreciate, and reward a mosaic of talent that includes inclusive teaching, practice and research. Further, the William James College rank consideration favors the Directorate's conceptualization of scholarship. In doing so, William James College affirms that scholarship can reside in discovery (i.e., research), as well as within integration, engagement, and teaching and learning, specifically when these intellectual activities are proven to be innovative, well-documented, peer-reviewed, and public (Boyer, 1996, APA Education Directorate, 2006). We believe that this broadened definition of scholarship will sustain creativity, support diversity, equity and inclusion, maintain ethical standards and promote the values intrinsic to William James College's distinct mission: *Meeting the Need ... Making a Difference.*

## DEFINING SCHOLARSHIP AT WILLIAM JAMES COLLEGE

William James College supports the expanded conceptual framework for scholarship within doctoral education posited by the American Psychological Association's Education Directorate (2006). Noting the contributions of Boyer (1990, 1996) and others (e.g., Halpern et al, 1998; Hubert & Hutchings, 2005; Lapidus, 1997; O'Meara & Rice, 2004, 2005; Shulman, 2000), the Directorate's broader conceptualization of scholarship includes the following:

**The scholarship of teaching and learning:** This form of scholarship embraces the contextual nature of these related enterprises (Shulman, 2004), and serves to make the private work of the classroom "visible, talked about, studied, built upon, and valued." (Huber & Hutchings, 2005, p. ix)

**The scholarship of integration:** This form of scholarship is disciplined work whose goal involves interpreting and connecting information. Drawing together one's own research or the research of others, this integration leads the scholar "to knowledge and even, perhaps, wisdom." (Boyer, 1990, p. 20)

**The scholarship of engagement:** This form of scholarship merges academic learning with community service (APA Education Directorate, 2006). Local knowledge is developed by way of a transactional process, blending discovery and integration, while fostering collaboration between academic and non-academic communities (Rice, 2005).

**The scholarship of discovery:** This form of scholarship most closely resembles what academics call "research". Of all the forms of scholarship, discovery generates discipline-specific knowledge, but more importantly, it sets the intellectual tone for the institution. Boyer (1990, p. 19) contends that the scholarship of discovery asks, "What is to be known, what is yet to be found?"

These broadened definitions of scholarship may be identified within any area of faculty excellence at William James College, particularly if the intellectual activities within that area are proven to be innovative, well-documented, peer-reviewable, and public (APA Education Directorate, 2006). Areas of Excellence (AOE) include "Teaching and Educational Leadership," "Innovation, Expertise and Community Engagement," and "Investigation and Research." To guide faculty appointment and promotion at William James College, faculty applicants document their achievements and accomplishments across all three AOE by completing a Narrative Self-Report.

Sample rubrics for all three AOE are provided within the CRITERIA FOR APPOINTMENT AND PROMOTION section of this document to guide faculty applications for promotion. Although not an exhaustive list, these examples of faculty contributions to William James College are organized by tier. "Tier One" activities are those that are generally part of contractual or equivalent activities. "Tier Two" activities are those that are generally above the expected contractual or equivalent responsibilities and are impactful and/or recognized at the institutional, local, state, and/or regional level. "Tier Three" are activities that are above the contractual or equivalent responsibilities and are impactful and recognized at the national and/or international level. Examples of Tier One, Tier Two and Tier Three activities are provided for each AOE. This is not an exhaustive list and it is of note that some activities may better fit one tier over another based on the effort and/or impact of the specific activity. Faculty are encouraged

to give particular attention to efforts that pertain to diversity, equity and inclusion; for example topics on age, culture, different ideas and perspectives, disability, ethnicity, first generation status, familial status, gender identity and expression, geographic background, marital status, national origin, race, religious, political and spiritual beliefs, sex, sexual orientation, socioeconomic status, and veteran status. We also recognize that the historical exclusion and marginalization of specific social groups must be addressed to promote equity. It is the applicant's responsibility to provide a rationale for why an activity meets the requirements of the specified Tier.

“Ranking Tables” for each rank designation above Instructor (i.e., Assistant, Associate, Professor of Practice, and Professor) are also provided in this rank document, embedded in the FACULTY RANK CATEGORIES section. In making a case for “good”, “very good”, or “outstanding” performance within any faculty area, the faculty applicant attains a metric sum, adding across all three AOE's. Different ranges of sums are commensurate with different rank designations. Within any rank designation, there are different options or combinations of performance across all three AOE's that can garner appointment.

## FACULTY RANK CATEGORIES

The rank categories for non-adjunct faculty are described below:

**Instructor** – While their service to the institution may extend over multiple years, the initial teaching faculty appointment is for one year; with subsequent appointments being for two years each.\*

**Appointment Criteria:** (1) Possesses demonstrated professional competence related to the teaching assignment; and (2) They hold at least a Master's Degree in their field.

**Senior Instructor** – Generally is not used for an initial appointment. Term of initial appointment is for one year, with subsequent appointments being for three years each.\*

**Appointment Criteria:** (1) Will have served in rank as an instructor at William James College or another accredited institution for at least five years; or (2) They shall have previously served as a higher-ranked faculty member at William James College; and (3) They possess demonstrated professional competence related to the teaching assignment; and (4) They hold at least a Master's Degree in their field.

**Assistant Professor** – Initial appointment is for one year; subsequent appointments are for three years each. William James College will offer four-year contracts to any faculty member after 12 years of service to the institution. **Appointment Criteria:** (1) Member of the teaching or core faculty; (2) Holds a recognized doctoral degree; (3) Successfully presents, rates, and substantiates achievements and accomplishments; (4) Attains metric sum across the three AOE, commensurate with the rank of an assistant professor; (5) Receives support, in brief narrative form, from the candidate's Department Chair, Departmental Promotions Committee, and Institutional Promotions Committee, backing up the numerical rating of at least 9.

**Likert Scale: Poor (1) Fair (2) Good (3) Very Good (4) Outstanding (5)**

**Anchor:** **Good (3) Performing on contract, Tier 1 activities present**  
**Very Good (4) Performing on contract, Tier 1 activities present, some Tier 2 activities**  
**Outstanding (5) Performing on contract, and Tier 2 and/or Tier 3 activities present**

**Assistant Professor (Sum = 9 or 10, with no more than one AOE rating at 2, none at 1)**

Options	Teaching and Educational Leadership	Innovation, Expertise and Community Engagement	Investigation and Research	Sum
I	One Outstanding (5), One Good (3), One Fair (2)			10
II	Two Very Good (4, 4) and One Fair (2)			10
III	One Very Good (4), Two Good (3, 3)			10
IV	One Very Good (4), One Good (3), One Fair (2)			9
V	Three Good (3, 3, 3)			9

**Associate Professor** – Generally not used for an initial appointment, except for individuals who have previous faculty experience as associate professors at a recognized institution (with the length and verifiable quality of that experience being generally equivalent to that expected of William James College personnel who advance from assistant to associate professor). For college personnel who have advanced from assistant professor, the term of appointment shall be for three years; individuals receiving their initial William James College appointment at this rank will be contracted for one year with subsequent appointments being for three years each. William James College will offer four year contracts to any faculty member after 12 years of service to the institution. Typically, an associate professor will have served in rank as an assistant professor at William James College for at least five years before being advanced to associate professor. **Appointment Criteria:** (1) Member of the teaching or core faculty; (2) Holds a recognized doctoral degree; (3) Successfully presents, rates and substantiates achievements and accomplishments; (4) Attains metric sum across the three AOE commensurate with the rank of an associate professor; (5) Receives support, in brief narrative form, from the candidate’s Department Chair, Departmental Promotions Committee, and Institutional Promotions Committee, backing up the numerical rating of at least 11.

**Likert Scale: Poor (1) Fair (2) Good (3) Very Good (4) Outstanding (5)**

**Anchors: Good (3) Performing on contract, Tier 1 activities**  
**Very Good (4) Performing on contract, Tier 1 activities, some Tier 2 activities**  
**Outstanding (5) Performing on contract, Tier 2 and/or Tier 3 activities**

**Associate Professor (Sum = 11 or 12, with no AOE rating falling under 3)**

Options	Teaching and Educational Leadership	Innovation, Expertise and Community Engagement	Investigation and Research	Sum
I	One Outstanding (5), One Very Good (4), One Good (3)			12
II	Three Very Good (4, 4, 4)			12
III	One Outstanding (5), Two Good (3, 3)			11
IV	Two Very Good and the other Good (4, 4, 3)			11

**Professor of Practice** –Recognizes the accomplishments of select, longstanding faculty members who have made seminal contributions to the success of William James College or the profession over time. Candidates will be practitioner faculty who demonstrate the ability to transfer experience into action through a record of unparalleled excellence reflected in teaching, mentoring, leadership and service. These individuals will have a substantial basis of experience equal to a full professor (normally a minimum of 12 years) and a regional/national/international reputation for excellence reflected in a record of significant accomplishments, which may or may not include a list of distinguished publications. Initial appointment is for one year; subsequent appointments are for three years each. William James College will offer four year contracts to any faculty after 12 years of service to the institution. **Appointment Criteria:** (1) Member of the teaching or core faculty; (2) Holds a recognized doctoral degree; (3) Successfully presents, rates and substantiates achievements and accomplishments; (4) Attains metric sum across the three AOE commensurate with the rank of a professor; (5) Receives support, in brief narrative form, from the candidate’s Department Chair, Departmental Promotions Committee, and Institutional Promotions Committee, backing up the numerical rating of at least 13.

**Likert: Poor (1) Fair (2) Good (3) Very Good (4) Outstanding (5)**

**Anchors: Good (3) Performing on contract, Tier 1 activities**  
**Very Good (4) Performing on contract, Tier 1 activities, some Tier 2 activities**  
**Outstanding (5) Performing on contract, Tier 2 and Tier 3 activities**

**Professor of Practice (Sum ≥ 13, with no AOE rating falling under 3)**



Options	Teaching and Educational Leadership	Innovation, Expertise and Community Engagement or Investigation and Leadership	Service/Contributions to the Institution	Sum
I	Both Outstanding (5, 5)		Outstanding (5)	15
II	One Outstanding (5) and One Very Good (4)		Outstanding (5)	14
III	One Outstanding (5) and One Good (3)		Outstanding (5)	13
IV	Two Very Good (4, 4)		Outstanding (5)	13

**Professor** – Generally not used for an initial appointment, except for individuals who have previous faculty experience as full professors at a recognized institution (with the length and verifiable quality of that experience being generally equivalent to that expected of William James College personnel who advance from associate to full professor); individuals receiving their initial William James College appointment at this rank, will be contracted for one year with subsequent appointments being for three years each. William James College will offer four year contracts to any faculty member after 12 years of service to the institution. Typically, a full professor will have served in rank as an associate professor at William James College for at least six years before being advanced to full professor.

**Appointment Criteria:** (1) Member of the teaching or core faculty; (2) Holds a recognized doctoral degree; (3) Successfully presents, rates and substantiates achievements and accomplishments; (4) Attains metric sum across the three AOE commensurate with the rank of a professor; 5) Receives support, in brief narrative form, from the candidate’s Department Chair, Departmental Promotions Committee, and Institutional Promotions Committee, backing up the numerical rating of at least 13.

**Likert: Poor (1) Fair (2) Good (3) Very Good (4) Outstanding (5)**

**Anchors: Good (3) Performing on contract, Tier 1 activities**  
**Very Good (4) Performing on contract, Tier 1 activities, some Tier 2 activities**  
**Outstanding (5) Performing on contract, Tier 2 and Tier 3 activities**

**Professor (Sum ≥ 13, with no AOE rating falling under 3)**

Options	Teaching and Educational Leadership	Innovation, Expertise and Community Engagement	Investigation and Research	Sum
I	All Outstanding (5, 5, 5)			15
II	Two Outstanding (5, 5) and One Very Good (4)			14
III	Two Outstanding (5, 5) and One Good (3)			13
IV	One Outstanding (5) and Two Very Good (4, 4)			13

### **Adjunct Faculty**

Adjunct faculty members are employed to teach one or more specific courses on a one semester or one year basis; appointments are limited to a less-than-half time basis. While their service to the institution may extend over many years, the actual contractual period is always limited to the duration of the specific teaching assignment. The rank categories for adjunct faculty are described below:

**Lecturer** – Term of appointment is for one semester or one year, and then only for the teaching of a particular course or courses as specified in the contract; unlimited reappointment. **Appointment Criteria:** (1) Possesses demonstrated professional competence related to the teaching assignment; and (2) They hold at least a Master’s Degree in their field.

**Senior Lecturer** – Generally is not used for an initial appointment. Term of appointment is for one semester or one year, and then only for the teaching of a particular course or courses as specified in the contract; unlimited reappointment. **Appointment Criteria:** (1) Member of the adjunct faculty; (2) Will have served in rank as a lecturer at William James College for at least five years; or (3) They shall have previously served as a member of the ranked faculty at William James College; and (4) They possess demonstrated professional competence related to the teaching assignment; and (5) They hold at least a Master’s Degree in their field.

### **Clinical Faculty**

Field education supervisors participating in the William James College pre-doctoral APA internship consortium are eligible to be awarded a professional courtesy, non-compensated faculty appointment. The categories for such appointments are as follows:

**Clinical Instructor** – Generally is used as the initial appointment level for clinical faculty. Clinical faculty will hold a master’s degree or doctoral degree in their field. Term of appointment is between 1

and 3 years, and is determined on an individual basis; unlimited reappointment. (Unless specifically contracted for a teaching or other compensated assignment, there is no remuneration associated with this rank.)

**Senior Clinical Instructor** – May be used as the initial appointment level for especially well-qualified clinical faculty, as determined by the Director of Field Education in consultation with the VPAA. Clinical faculty will hold a master's degree or doctoral degree in their field. Term of appointment is between 1 and 3 years, and is determined on an individual basis; unlimited reappointment. (Unless specifically contracted for a teaching or other compensated assignment, there is no remuneration associated with this rank.)

### **Faculty Emeriti/ae**

At the time of retirement from William James College and at the discretion of the President, ranked faculty members who have served William James College for at least 10 continuous years may be designated as Professor Emeritus or Professor Emerita. (Emeritus/a professors who teach on a part-time basis after their retirement will receive a salary 25 percent above the established adjunct rate.)

### **Visiting Scholar**

The Visiting Scholar title is an honorary title awarded to persons who possess a doctoral degree or its equivalent at other institutions and who are visiting William James College but who are not employed by the College during their stay. The purpose of this title is recognition of the visitor's presence at the College, and to make College facilities and privileges available. Potential candidates need to be sponsored by a ranked faculty member, senior administrative staff, or a Department Chair. Applications for Visiting Scholar positions need to be submitted to the Office of Academic Affairs, with a copy forwarded to the VPAA. Application materials need to be received one full semester prior to the requested appointment date. Appointments commence with the start of a new semester.

A Visiting Scholar's presence on the campus is formally recognized for periods of up to a year in order to use the library, to observe the conduct of a particular course, to consult with a professor or group of faculty members on a matter of common interest, or to pursue some other valid academic purpose. A Visiting Scholar normally does not have formal duties to perform at the College and is not a member of the faculty. Visiting scholars are appointed, often for short terms, so that they may participate in scholarly or research activities in a sponsoring department. They serve without pay and usually do not participate formally in instruction.

A Visiting Scholar may request to extend their stay beyond their appointment. To do so, a re-application would need to be directed to the Office of Academic Affairs, with a copy forwarded to the Vice President of Academic Affairs (VPAA). The re-application includes a rationale for extending their stay, the requested time period for the extension, and a letter of support written by a ranked faculty member, senior administrative staff, or a Department Chair who is familiar with the scholar's academic purpose at William James College.

## CRITERIA FOR APPOINTMENT AND PROMOTION

### Steps for Creating a Promotions Profile

Areas of Excellence (AOE) for faculty members at William James College include “Teaching and Educational Leadership,” “Innovation, Expertise and Community Engagement,” and “Investigation and Research.” In creating a Narrative Self-Report as part of their promotions profile, the faculty candidate selects recent activities to which the candidate has devoted a substantial portion of time and effort across these three arenas. These major areas of achievement and impact form the basis of the candidate’s reputation and recognition at William James College. It is the faculty candidate’s responsibility to make the convincing and compelling argument in support of scholarship within their AOE.

### Areas of Excellence

**Teaching and Educational Leadership:** This area of excellence embraces teaching as one of the primary roles for faculty candidates at William James College. The “scholarship of teaching and learning” strives to make the private work of the classroom more visible and valued. Outstanding achievement in this area of excellence requires distinction in the field of teaching and learning, as well as sustained and innovative contributions to curriculum development, course design, student learning, and other initiatives that advance William James College’s ability to excel in its teaching and learning mandate. Secondary roles can include the extent and skill of the candidate’s participation in the general guidance, mentoring and advising of students; effectiveness in creating an academic environment that is open and encouraging to all students, including development of particularly effective strategies for the educational advancement of students in various under-represented groups. Program administration and service to the institution are other examples of activities also residing within this area of excellence. The faculty candidate’s effectiveness within this domain will be measured and assessed both within William James College (i.e., Faculty Evaluation and Peer Review) and externally through achievement and recognition in the broader academic community beyond the institution.

**Innovation, Expertise and Community Engagement:** This area of excellence reflects a specific area of expertise that provides a unifying theme for a faculty candidate’s academic, clinical, consulting and/or research activities and achievements at William James College. Within this domain, the candidate skillfully applies the “scholarship of integration” to interpret and connect information, leading to clinical innovation and advancement that takes into account inclusivity and cultural sensitivity. The candidate also applies the “scholarship of engagement,” developing local knowledge by fostering inclusive collaborations between academic and non-academic communities (Rice, 2005). The faculty candidate’s effectiveness within this domain will be measured and assessed both within William James College (i.e., Faculty Evaluation and Peer Review) and externally through achievement and recognition in the broader academic and clinical communities beyond the institution.

**Investigation and Research:** This area of excellence recognizes that performing and/or supervising research is another primary role for faculty candidates at William James College. Investigations are broadly defined to include basic, clinical and translational research. Within this domain, the faculty candidate employs the “scholarship of discovery” to generate discipline-specific knowledge, setting the intellectual tone for the institution (Boyer, 1990). The faculty candidate’s effectiveness within this domain will be measured by their first or senior author publications of original research, and/or publications from collaborative research to which they have made documented, substantive intellectual contributions. Further, the faculty candidate’s supervision of student research is recognized in this area of excellence through their execution of Dissertation/Doctoral Project assignments. Evidence of achievement in this area includes contributions to the advancement of equitable access and diversity in education.

- **Citizenship:** Another important contribution that faculty members make to the college and to their students is to demonstrate on-going good citizenship, and this spans across all AOE’s. Institutional citizenship entails an understanding of one’s professional duties as including actions that are not critical to the job, although these actions benefit the greater organization and profession by improving functioning and efficiency. Citizenship behaviors provide help and support to the college’s mission. Good citizenship can be observed in many ways including (but not limited to) agreeing to represent the college at community events, especially relating to the needs of communities historically excluded from higher education; serving on an ad hoc committee, task force or college initiative, especially those that address the needs of under-represented or culturally diverse groups; representing the college at a national or international level, especially those that address the concerns of women and under-represented minorities ; guest lecturing, covering a colleague’s class(es) if needed; mentoring faculty; consulting to a program or department or student organization, and/or participating in a media interview. Citizenship means having a sense of ownership of the college’s and profession’s well-being, success and growth. It is the faculty candidate’s responsibility to highlight ways in which the faculty member has demonstrated good inclusive citizenship to the college and/or profession.

### **RUBRICS FOR EACH AREA OF EXCELLENCE (EXAMPLES OF COMMON ACHIEVEMENTS FOR A GIVEN RANK)**

*All rubrics involve selecting the numerical rating that best describes the candidate in a given area of excellence using the Likert scales described above.*

*Additionally, each numerical rating must be accompanied by a brief narrative explanation of that rating and how it justifies the candidate’s earning the rank for which they have applied.*

### **Teaching and Educational Leadership**

This area of excellence will evaluate teaching contributions at William James College, or for initial William James College faculty appointments, at the institution where a candidate for appointment previously held a faculty position.

Educational activities are broadly defined as including: didactic teaching of students, peers; clinical training and mentorship; and, administrative teaching and leadership roles. The candidate will be evaluated on both the quantity and quality of their teaching activities, recognition for their roles as educators, and on their “scholarship of teaching and learning”. The candidate must demonstrate scholarship, which may include: Educational material in print or other media such as syllabi, curricula, web-based training modules and courses; and/or, educational methods, policy statements, and assessment tools developed.

At the **Assistant Professor** level, the candidate must possess a strong reputation as an active and highly effective teacher with increasing involvement and responsibility over time. The candidate must demonstrate scholarship, which may often include educational materials in print or other media that have been developed by the candidate and have been adopted by the institution. Further, the candidate must demonstrate successful involvement with “Tier One” - type activities; some “Tier Two” accomplishments may be present, but are not required. Examples are provided below.

At the **Associate Professor** level, the candidate must be a strong, independent leader in education at William James College. They must have developed innovative teaching methods, curricula, educational policy or educational assessment tools. The candidate’s expertise must be demonstrated through scholarship which may take the form of presentations at regional or national education conferences, and educational materials in print or other media that have been developed by the candidate and adopted for use regionally or nationally. It is also possible, but not required that the candidate has begun to attract regional and national recognition. Further, the candidate must demonstrate successful involvement with “Tier One” and “Tier Two” - type activities; some “Tier Three” accomplishments may be present, but are not required. Examples are provided below.

At the **Professor** level, the candidate must demonstrate a sustained regional, national, and in some cases, international reputation as an educational leader and innovator, and must be considered to be among the best in the field with regard to the development of educational methods, curricula, policy and/or assessment tools, or in the conduct of educational research. The candidate’s expertise must be demonstrated through high impact scholarship that influences the field nationally, and in some cases, internationally. Further, the candidate must demonstrate successful involvement with “Tier One”, “Tier Two”, and “Tier Three” - type activities; examples are provided below.

Examples of activities for the “Teaching and Educational Leadership” excellence area, pertaining to different faculty tiers, are listed below. **While not meant as an exhaustive rubric, the faculty candidate can utilize this listing of common achievements as a guide for promotion.** Particular attention will be given to efforts that pertain to diversity, equity and inclusion, examples would be topics on age, culture, different ideas and perspectives, disability, ethnicity, first generation

status, familial status, gender identity and expression, geographic background, marital status, national origin, race, religious, political and spiritual beliefs, sex, sexual orientation, socioeconomic status, and veteran status. We also recognize that the historical exclusion and marginalization of specific social groups must be addressed to promote equity.

## **TEACHING AND EDUCATIONAL LEADERSHIP**

**See page 4 for general description of tier-level activities**

### **Examples of Tier Three**

- Invited Keynote speaker at an educational conference
- National or international recognition related to teaching
- Development of a Program or Academic Concentration
- Citizenship at the national or international level
- Other activities at the national or international level

### **Examples of Tier Two**

- Teaching and leadership awards at William James College or regionally
- Curriculum Development
- Educational material in print or other media such as syllabi, curricula, training tools, web-based training modules and courses; and/or, educational methods, policy statements, and assessment tools developed; conference presentations/posters related to pedagogy
- Developing Courses
- Developing Sites (non-Program Directors)
- Dissertation/Doctoral Project or Capstone Distinction Award (to be developed by Dissertation/Doctoral Project Task Force)
- Citizenship (e.g., mentoring faculty, guest lecturing, consulting to programs/departments, chair of task force or committee)
- Other activities at the local or regional level

### **Examples of Tier One**

- Contract activities (e.g., member of a committee, teaching, advising, supervising/mentoring student research)
- Citizenship (e.g., sharing course materials, teaching and dissertation/doctoral project/capstone overloads, serving on an extra committee, task force participant)
- Other contract-equivalent activities

## **Innovation, Expertise and Community Engagement**

This area of excellence reflects a specific area of clinical/applied expertise, providing a unifying theme for the faculty candidate's academic activities and achievements. The candidate's level of expertise will be evaluated, along with their contributions to innovation within a given field of study or practice. Drawing together their own research or the research of others, this candidate applies the "scholarship of integration," leading to clinical or other academic innovation and advancement. The candidate also applies the "scholarship of engagement," developing local knowledge by fostering collaborations between academic and non-academic communities.

Within this area of excellence, the faculty candidate is considered either a local, national, or in some cases, an international leader in a clinical/applied field. The candidate may also have a reputation as an innovator in approaches within their applied field. For example, in clinical psychology, innovation may be in the areas of assessment, diagnosis, treatment or prevention of mental disorders, applications of technology to mental health care and/or development of models of mental health care delivery. The candidate might make presentations to professional groups, write chapters and reviews in their clinical/applied area of expertise, contribute to publications evaluating the impact of a clinical/applied innovation, and develop programs either within William James College or collaboratively with community entities. There should be a strong supervision component within the clinical/applied field. (If research activities are substantial, investigation should be designated as a supporting activity.)

At the **Assistant Professor** level, the faculty candidate must have evidence of a strong local reputation as an expert and innovator. Further, the candidate must demonstrate scholarship within their area of expertise. That scholarship may be reflected in innovative training activities for students and peers, presentations to local professional groups, and the development, application and teaching/training of guidelines and/or protocols relevant to their clinical/applied area of interest. Further, the candidate must demonstrate successful involvement with "Tier One" - type activities; some "Tier Two" accomplishments may be present, but are not required. Examples are provided below.

At the **Associate Professor** level, the faculty candidate must have a strong regional reputation as an expert and innovator. It is also possible, but not required that the candidate has begun to attract national recognition. The candidate's expertise is often demonstrated through influential presentations at the regional and national level. Reflective of the candidate's high level of scholarship, the innovative training techniques, guidelines, protocols, or procedures relevant to their clinical/applied area of interest are becoming well-known and utilized by the field, regionally, and in some cases, nationally. Further, the candidate must demonstrate successful involvement with "Tier One" and "Tier Two" - type activities; some "Tier Three" accomplishments may be present, but are not required. Examples are provided below.

At the **Professor** level, the candidate must demonstrate a sustained national, and in some cases international reputation as an expert and innovator, and must be considered to be among the best in the country in the development of guidelines, protocols, or procedures relevant to their clinical/applied area of interest. Further, the candidate's expertise must be demonstrated through high impact scholarship (e.g., influential first and senior author publications, monographs, books, etc.) that influences the field nationally, and in some cases, internationally. Further, the candidate must demonstrate successful



involvement with “Tier One”, “Tier Two”, and “Tier Three” - type activities; examples are provided below.

Examples of activities for the “Innovation, Expertise and Community Engagement” excellence area, pertaining to different faculty tiers, are listed below. **While not meant as an exhaustive rubric, the faculty candidate can utilize this listing of common achievements as a guide for promotion.**

Particular attention will be given to efforts that pertain to diversity, equity and inclusion, examples would be topics on age, culture, different ideas and perspectives, disability, ethnicity, first generation status, familial status, gender identity and expression, geographic background, marital status, national origin, race, religious, political and spiritual beliefs, sex, sexual orientation, socioeconomic status, and veteran status. We also recognize that the historical exclusion and marginalization of specific social groups must be addressed to promote equity.

## **INNOVATION, EXPERTISE AND COMMUNITY ENGAGEMENT**

### **Examples of Tier Three**

- Authoring books (1<sup>st</sup>, 2<sup>nd</sup> author, and for professional and lay audiences)
- Editing books (1<sup>st</sup>, 2<sup>nd</sup> author, and for professional and lay audiences)
- Authoring white papers, organizational position papers, and amicus briefs
- National and international Awards and recognitions for innovation and expertise
- Program development in community settings – Nationally and/or internationally (e.g., schools, hospitals, clinics, agencies). [put additional weight on doing so for underserved populations] – should consider both size of organization/city and proportion of work involved as leader or team member)
- Board memberships and organizational task forces at national or international level (officer, board member, committee or task force chair, or member)
- Consultation at national and international levels (e.g., UN, organizational consultation, consultation to national legislatures)
- Serve on accreditation visiting teams as chair or member at regional, national or international level (e.g., APA, ACA, NASP AAMFT, or NEASC)
- Organizing conferences at national and international levels
- Expert testimony in federal or international court or national legislature or UN
- Advocacy and lobbying on behalf of the field at national, international level
- Practitioner in the field with state, regional, national, and/or international reputation
- Presenting at conferences at national and international levels as plenary or keynote speaker
- Other activities at the national or international level

### **Examples of Tier Two**

- Authoring chapters, articles, manuals, guides (1<sup>st</sup>, 2<sup>nd</sup> author, and for professional and lay audiences)
- Authoring books (3<sup>rd</sup> or lower author, and for professional and lay audiences)
- Editing books (3<sup>rd</sup> or lower author, and for professional and lay audiences)
- Regional and State Awards and recognitions for innovation and expertise
- Program development in community settings – locally and regionally (e.g., schools, hospitals, agencies). [Put additional weight on doing so for underserved populations] – should consider both size of organization/city and proportion of work involved as leader or team member)
- Board memberships and organizational task forces at local, regional or state level (officer, board member, committee or task force chair)
- Consultation at local levels (e.g., organizational consultation, consultation to city councils, police or school departments, etc.), regional and state levels (e.g., organizational consultation, consultation to state legislatures)
- Leading students in community service, nationally, internationally (amount of time, intensity of involvement)
- Organizing conferences at local and regional levels, including William James College
- Advocacy and lobbying on behalf of the field at regional level
- Practitioner in the field known locally for area of expertise
- Presenting at conferences at local and regional levels as plenary, keynote, panelist, or workshop speaker
- Community service volunteering and pro bono work
- Awarded Sabbatical (Community Engagement Project)
- Local Awards and recognitions for innovation and expertise (e.g., from a city or county agency or organization)
- Other activities at the local or regional level

### **Examples of Tier One**

- Authoring chapters, articles, manuals, guides (3<sup>rd</sup> author or lower, and for professional and lay audiences)
- Membership in committee or task force
- Participation in admission events (e.g., admissions webinars, open houses, recruitment visits)
- Field placement site visits
- Leading students in community service, locally (amount of time, intensity of involvement)
- Advocacy and lobbying on behalf of the field at local level
- Practitioner in the field
- Achieving appropriate licenses or certifications to practice
- Presenting at conferences at local levels as panelist or workshop speaker
- Other contract-equivalent activities

## Investigation and Research

This area of excellence is appropriate for individuals who view performing and supervising research as one of their primary roles at William James College. Investigation in a professional school context is broadly defined to include the overlapping fields of basic research, clinical research, and translational research. Research, as a form of scholarship, relates both to the faculty member's own research and their work advising student dissertation/doctoral/capstone projects. These areas of research must be understood as mutually influential with all fields of psychological and applied practice.

**Basic research**, reflecting the “scholarship of discovery,” involves social psychological, cognitive, physiological, ethical, multidisciplinary, and other studies, which may be qualitative, quantitative, or theoretical, whose aims are to enhance the understanding of the origins or mechanisms of individual or group behavior, affect, or thought or of social processes, on their own terms, rather than for the purpose of influencing practice. Basic research generates discipline-specific knowledge, but more importantly, it sets the intellectual tone for the institution.

**Clinical research** also represents the “scholarship of discovery.” It is often viewed as being comprised of three components: a) person-oriented research; b) epidemiological and/or behavioral studies; and c) outcome and/or health services research. Clinical, educational or organizational research approaches or methods, qualitative and quantitative studies of the lived experience of particular clinical or cultural populations, and N = 1 case studies of clinical, organizational, or school interventions, are examples of clinical research at William James College.

**Translational research** includes two areas of “translation.” The first stage transfers knowledge from basic research to clinical research, while the second phase transfers findings from clinical studies to practice settings and communities. This scholarship of “engagement” develops local knowledge, blending “discovery” and “integration” through a collaboration between academic and non-academic communities. Translational research can also be utilized to inform basic research. It includes: a) program evaluations; b) demonstration projects (which put forth innovative methods and technologies); c) novel applications of existing clinical methods (for instance, applying an existing theory, assessment tool, or clinical model to a new population); and d) participatory action research (in which research is both informed by and serves social action in the interest of improving the conditions of a class of people).

At the **Assistant Professor** level, the candidate must have evidence of a strong local reputation as an active and effective researcher, with increasing involvement and responsibility over time. The candidate must demonstrate scholarship, which may include first or senior author publications of original research, publications, and/or conference presentations on which the candidate made documented, significant intellectual contributions as primary researcher, first author and/or presenter in conferences and trainings. Funded and unfunded research may be considered. Additional publications may include co-authorship in such publications and conference papers and posters for research in which the candidate was not the primary investigator. In addition, the candidate's students should have had some publications and conference presentations and papers as a result of dissertation/doctoral projects or capstones the candidate advised, including some with the candidate as coauthor.

Participation in the peer review process for research publications for journals may be considered as well. If already on faculty, rather than being a new hire, the candidate must also have evidence of teaching and supervision of trainees' work on dissertation/doctoral projects and/or capstones, and/or teaching research methods, and/or work on an institutional review board. Further, the candidate must demonstrate successful involvement with "Tier One" - type activities; some "Tier Two" accomplishments may be present, but are not required. Examples are provided below.

At the **Associate Professor** level, the candidate must have a strong regional reputation as an independent leader in the scholarship of basic, clinical, or translational research. It is also possible, but not required that the candidate has begun to attract national recognition. Funded and unfunded research may be considered. There must be a published record of scholarship, whether empirical, theoretical, and/or clinical, which most often will include first and senior authorship on publications that have advanced the field. Coauthored publications and presentations will also be considered. The faculty candidate must also have evidence of teaching and supervision of trainees' work on dissertation/doctoral projects and/or capstones, some of whom will have published their research, often with the candidate as coauthor, and presented their work at national or regional conferences. Participation as an editorial board member or ad-hoc reviewer for one or more juried professional journals will be considered as well. Further, the candidate must demonstrate successful involvement with "Tier One" and "Tier Two" - type activities; some "Tier Three" accomplishments may be present, but are not required. Examples are provided below.

At the **Professor** level, the candidate must have a sustained national, and in many cases international reputation as researcher of stature in the field. They may also have key leadership roles in collaborative, multidisciplinary, or multi-organizational studies. The candidate must have a long-standing record of exceptional scholarship, which most often includes senior authorship on influential publications of original research. The candidate's expertise must be demonstrated through high impact scholarship that influences their chosen field nationally, and in some cases, internationally. The candidate should have trained a significant number of students in research, through dissertation/doctoral projects or capstones or through teaching research methods. In addition, the candidate may have a significant role in an institutional review board at William James College or elsewhere. The number of students who have published their work in peer-reviewed journals and presented their findings at regional, national, or international conferences, sometimes in collaboration with the candidate will be considered. Participation as an editorial board member or ad-hoc reviewer for one or more juried professional journals will be considered as well. Further, the candidate must demonstrate successful involvement with "Tier One", "Tier Two", and "Tier Three" - type activities; examples are provided below.

Examples of activities for the "Investigation and Research" excellence area, pertaining to different faculty tiers, are listed below. **While not meant as an exhaustive rubric, the faculty candidate can utilize this listing of common achievements as a guide for promotion.** Particular attention will be given to efforts that pertain to diversity, equity and inclusion, examples would be topics on age, culture, different ideas and perspectives, disability, ethnicity, first generation status, familial status, gender identity and expression, geographic background, marital status, national origin, race, religious, political and spiritual beliefs, sex, sexual orientation, socioeconomic status, and

veteran status. We also recognize that the historical exclusion and marginalization of specific social groups must be addressed to promote equity.

## **INVESTIGATION AND RESEARCH**

### **Examples of Tier Three**

- National, International awards and recognition for investigation research
- National, International organization/chairing of conferences
- National, International presentations of conferences
- Authoring books, research/empirical (1<sup>st</sup>, 2<sup>nd</sup> author)
- Editing books, research/empirical (1<sup>st</sup>, 2<sup>nd</sup> editor)
- Authoring articles (1<sup>st</sup>, 2<sup>nd</sup> author, for professional audiences, peer-reviewed journals)
- Grants received exceeding \$100,000
- Dissertation/Doctoral Projects and Capstones leading to a student publication in a peer-reviewed journal
- Other national and international level activities

### **Examples of Tier Two**

- Regional, State awards and recognition for investigation research
- Regional, State organization/chairing of conferences
- Regional, State presentations at conferences
- Authoring books, research/empirical (3<sup>rd</sup> author or lower)
- Editing books, research/empirical (3<sup>rd</sup> editor or lower)
- Authoring articles (1<sup>st</sup> or 2<sup>nd</sup> author, for professional audiences, non-peer-reviewed journals)
- Authoring manuals, guides (1<sup>st</sup>, 2<sup>nd</sup> author, and for professional audiences)
- Authoring articles (3<sup>rd</sup> author or lower, for professional audiences, peer-reviewed journals)
- Grants received between \$5,001 and \$100,000
- Awarded Sabbatical (Investigation/Research)
- Mentoring student research resulting in non-peer-reviewed publications, poster presentations
- Other local or regional level activities

### **Examples of Tier One**

- Local awards and recognition for investigation research
- Local organization/chairing of conferences
- Local presentations of conferences

- Authoring articles (3<sup>rd</sup> author or lower, for professional audiences, non-peer-reviewed journals)
- Authoring manuals, guides (3<sup>rd</sup> author or lower, for professional audiences)
- Authoring articles for lay audiences
- Authoring manuals, guides for lay audiences
- Dissertation/Doctoral Projects and Capstones (serving on a committee for the research project)
- Grants received under \$5,000
- Awarded release time, such as William James College's Faculty Enrichment Grant (Weil Charitable Foundation) or Faculty Seed Grant (President's Fund for Research)
- Other contract-equivalent activities

## **IMPLEMENTATION PROCEDURES FOR DETERMINING RANK**

### **Promotions in Rank**

On an annual basis, there shall be dates specified for the consideration of requests for promotion in rank. The process for considering such requests will be as follows:

1. An individual faculty member who seeks to be promoted may initiate the process by submitting a formal self-nomination to their Department Chair; or an individual faculty member may be nominated for promotion in rank by the Department Chair or a faculty colleague. If self-nominating, the faculty member shall submit all necessary/appropriate supporting evidence demonstrating that all appointment criteria have been satisfied. If nominated by another, the Department Chair shall inform the nominated faculty member and shall instruct the faculty member of the need to prepare and submit all necessary/appropriate supporting evidence demonstrating that all appointment criteria have been satisfied. (NOTE: **It is always the faculty candidate's responsibility to make the convincing and compelling argument in support of promotion.**)
2. After the faculty candidate has completed their application and collected their supporting materials, the applicant schedules a meeting with their Department Chair or designated Associate Department Chair to commence the promotions process. During this conference, promotion goals are discussed while the pair reviews the completed promotions packet. The Department Chair will review all materials submitted and will consider existing official personnel evaluations/reports, and will make an independent recommendation regarding the request for promotion. They will then forward both the faculty member's request and their own independent recommendation letter to the Departmental Promotions Committee for consideration. A copy of the Department Chair's recommendation shall be made available to the faculty member. Ultimately, the Departmental Promotions Committee will be comprised of three (3) senior faculty members (i.e., professor or professor-eligible with 10+ years of teaching experience at an accredited institution) from the candidate's department. Each academic

department at William James College will have its own Promotions Committee, with the exception of the School Psychology and OLP programs, who will share a combined committee due to their size. However, until such time that each department has enough professors or senior, professor-eligible faculty members to populate separate committees for Clinical, Counseling, and School/OLP, the four departments will have one combined interdepartmental Promotions Committee. A member of a departmental/interdepartmental promotions committee will recuse themselves from reviewing an application if a conflict of interest is present, and a suitable replacement would be named to review the application in question by the relevant department chair. Professor-eligible faculty members are defined as those with 10+ years of full-time teaching experience at an accredited institution.

3. If the faculty member's Department Chair believes that the candidate's promotion application is incomplete or does not fully capture their contributions to the department, the chair can advise the candidate to re-submit, providing feedback that will enhance the candidate's application. If the Department Chair believes that the candidate is not ready for promotion, that opinion will be delineated with supporting data within the recommendation letter sent to both the candidate and the Departmental Promotions Committee. That letter will also contain benchmarks and objectives the chair believes the candidate needs to meet in order to be ready for subsequent promotion. The Faculty candidate may then choose to withdraw the request for promotion, notifying the Department Chair and the Departmental Promotions Committee in writing of that decision. The Faculty candidate can also request a consultation with the Faculty Stewardship Committee. The purpose of this meeting would be to explore the possible implementation of a formative Peer Review Process that would target the benchmarks and objectives enumerated in the Department Chair's recommendation letter, so as to ready the candidate for promotion in the future.
4. If the faculty member chooses to pursue their request for promotion, either the Interdepartmental Promotions Committee or the Departmental Promotions Committee (henceforth collectively referred to as the Departmental Promotions Committee), whichever is in place at the time of the faculty member's application, shall consider both the original faculty member's request for promotion and the Department Chair's recommendation letter. In its deliberative process, the Departmental Promotions Committee shall consider all materials submitted by the faculty member and the recommendation of the Department Chair. The committee may meet with either the faculty member or the chair for the purpose of clarifying or better understanding submitted materials, but it may not consider new additional materials that were not included in the previous two steps. The outcome of this conversation should be documented by the committee and faculty member and this additional documentation should be included with the application materials to allow for review in case of appeal. The Departmental Promotions Committee will make a recommendation to the Institutional Promotions Committee on the matter of promotion, with a copy of said recommendation being provided to the faculty member at the time the recommendation is made and the administrative assistant of the VPAA, respectively. The recommendation will consist of the ***areas of excellence total scores, as well as a narrative summary supporting the recommendation based on the complete review of all submitted materials.*** The Institutional Promotions

Committee will be comprised of four (4) senior William James College faculty members from across departments (i.e., professor or professor-eligible with 10+ years of teaching experience at an accredited institution) plus one senior faculty members from outside institutions if requested for consultation by the William James College faculty members serving on the committee.

5. The Institutional Promotions Committee will review all materials, will consider the independent recommendation of the Department Chair and the Departmental Promotions Committee and will arrive at its recommendation concerning the promotion request. The committee then meets with the VPAA to review the recommendation. The committee and the VPAA work to reach a consensual decision. In the event that consensus cannot be reached, the final decision rests with the VPAA. A member of the Institutional Promotions Committee will recuse themselves from reviewing an application if a conflict of interest is present, and a suitable replacement would be named to review the application in question by the relevant department chair.
6. The faculty candidate who chooses to appeal a decision by the Departmental Promotions Committee must do so in writing within seven (7) business days of receiving their recommendation, directing their appeal letter to a designated Assistant Vice President (AVP). Upon receipt of the appeal, the designated AVP will commence an appellate review, which will produce a decision, within thirty (30) business days, that will either support or deny the candidate's appeal. During this review process, the AVP will consider all materials previously submitted by the faculty member, the Department Chair, and the Departmental Promotions Committee. The AVP may meet with the faculty member, their department chair, or a representative of the Departmental Promotions Committee for the purpose of clarifying or better understanding submitted materials; however, the AVP may not consider additional materials or new information not previously included in the steps prior to appeal. The AVP's recommendation will be sent to the VPAA for final determination.
7. The faculty candidate who chooses to appeal a decision by the Institutional Promotions Committee must also do so in writing within seven (7) business days, directing their appeal letter to the William James College Office of Academic Affairs. Upon receipt of the appeal, the Office of Academic Affairs, in consultation with the President, will commence an appellate review which will produce a decision, within thirty (30) business days, that will either support or deny the candidate's appeal. During this review process, the Office of Academic Affairs will consider all materials previously submitted by the faculty member, the Department Chair, the Departmental Promotions Committee, and the Institutional Promotions Committee. The Office of Academic Affairs may meet with the faculty member, their department chair, or representatives of the Departmental and/or Institutional Promotions Committees for the purpose of clarifying or better understanding submitted materials; however, the Office of Academic Affairs may not consider additional materials or new information not previously included in the steps prior to appeal.

### **Determining Rank for New Hires**



Faculty rank for new hires is determined at the time an offer of employment is extended. The search committee, after consultation with the Department Chair and the Departmental Promotions Committee, shall make a specific rank recommendation to the VPAA in most new hire situations. For new hires who are not transferring in an existing rank, the search committee will share the new hire application materials with the Departmental Promotions Committee who, after consultation with the Department Chair, will be responsible for making a specific rank recommendation to the VPAA. It shall be the responsibility of the VPAA to make a final determination of initial rank.

### **Periodic Review**

After the initial implementation of this system of faculty rank, standards and procedures surrounding faculty rank will be reviewed periodically by the Faculty Stewardship Committee and recommendations for change will be forwarded both to the Faculty Advisory Committee and the VPAA.

## APPENDIX A: IMPLEMENTATION PROCEDURES FOR DETERMINING RANK

### Promotions in Rank for Vice-President for Academic Affairs (VPAA)

On an annual basis, there shall be dates specified for the consideration of requests for promotion in rank. The process for considering such requests will be as follows:

1. A VPAA who seeks to be promoted may initiate the process by submitting a formal self-nomination to the Faculty Stewardship Committee (FSC). The VPAA shall include all necessary/appropriate application paperwork and supporting materials demonstrating that all appointment criteria have been satisfied. (NOTE: **It is always the VPAA's responsibility to make the convincing and compelling argument in support of promotion.**)
2. The FSC will forward all submitted promotion materials to the Vice-President (VP) level administrator designated by the VPAA. That Designated VP will consider existing official personnel evaluations/reports, and will make an independent recommendation regarding the request for promotion. They will then forward both the VPAA's request and their own independent recommendation letter to the Institutional Promotions Committee (IPC) for consideration. A copy of the Designated VP's recommendation shall be made available to the VPAA.
3. If the Designated VP believes that the VPAA's promotion application is incomplete or does not fully capture their contributions to the college, the Designated VP can advise the VPAA to re-submit, providing feedback that will enhance the VPAA's application. If the Designated VP believes that the VPAA is not ready for promotion, that opinion will be delineated with supporting data within the recommendation letter sent to both the VPAA and the IPC. That letter will also contain benchmarks and objectives the Designated VP believes the VPAA needs to meet in order to be ready for subsequent promotion. The VPAA may then choose to withdraw the request for promotion, notifying the Designated VP and the IPC in writing of that decision. The VPAA can also request a consultation with the Faculty Stewardship Committee. The purpose of this meeting would be to explore the possible implementation of a formative Peer Review Process that would target the benchmarks and objectives enumerated in the Designated VP's recommendation letter, so as to ready the VPAA for promotion in the future.
4. If the VPAA chooses to pursue their request for promotion, the external members of the Institutional Promotions Committee (IPC) shall receive the VPAA's promotion packet, as well as the Designated VP's recommendation letter. In its deliberative process, the external members of the IPC shall consider all materials submitted by the VPAA and the recommendation of the Designated VP. The external members of the IPC may communicate with either the VPAA or the Designated VP for the purpose of clarifying or better understanding submitted materials, but it may not consider additional materials that were not included in the previous two steps. The external members of the IPC will make a recommendation to the full IPC on the matter of promotion, with a copy of said recommendation being provided to the VPAA.

5. The IPC then meets with the President of the College to review the recommendation. The committee and the President will work to reach a consensual decision. In the event that consensus cannot be reached, the final decision rests with the President.
  
6. A VPAA who chooses to appeal a decision by the external members of the IPC and/or the President of the College must do so in writing within seven (7) business days, directing their appeal letter to the Academic Affairs subcommittee of the William James College Board of Directors. Upon receipt of the appeal, the Academic Affairs subcommittee of the Board, in consultation with the Board's President, will commence an appellate review which will produce a decision, within thirty (30) business days, that will either support or deny the VPAA's appeal. During this review process, the Board subcommittee will consider all materials previously submitted by the VPAA, the Designated VP, and the external members of the IPC. The Board subcommittee may communicate with the VPAA, their Designated VP, or representatives of the IPC for the purpose of clarifying or better understanding submitted materials; however, the Academic Affairs subcommittee of the Board may not consider additional materials or new information not previously included in the steps prior to appeal.

## APPENDIX B: IMPLEMENTATION PROCEDURES FOR DETERMINING RANK

### Promotions in Rank for Department Chairs

On an annual basis, there shall be dates specified for the consideration of requests for promotion in rank. The process for considering such requests will be as follows:

1. A Department Chair applicant who seeks to be promoted may initiate the process by submitting a formal self-nomination to the Faculty Stewardship Committee (FSC). The Department Chair shall include all necessary/appropriate application paperwork and supporting materials demonstrating that all appointment criteria have been satisfied. (NOTE: **It is always the Chair's responsibility to make the convincing and compelling argument in support of promotion.**)
2. The FSC will forward all submitted promotion materials to a Department Chair designated by the Department Chair applicant. That Designated Chair will consider existing official personnel evaluations/reports and will make an independent recommendation regarding the request for promotion. They will then forward both the Chair's request and their own independent recommendation letter to their own Departmental Promotions Committee (DPC) for consideration. A copy of the Designated Chair's recommendation shall be made available to the Department Chair applicant.
3. If the Designated Chair believes that the Department Chair applicant's promotion application is incomplete or does not fully capture their contributions to the college, the Designated Chair can advise the Department Chair applicant to re-submit, providing feedback that will enhance the Department Chair's application. If the Designated Chair believes that the Department Chair applicant is not ready for promotion, that opinion will be delineated with supporting data within the recommendation letter sent to both the Department Chair applicant and the designated DPC. That letter will also contain benchmarks and objectives the Designated Chair believes the Department Chair applicant needs to meet in order to be ready for subsequent promotion. The Department Chair applicant may then choose to withdraw the request for promotion, notifying the Designated Chair and the DPC in writing of that decision. The Department Chair applicant can also request a consultation with the Faculty Stewardship Committee. The purpose of this meeting would be to explore the possible implementation of a formative Peer Review Process that would target the benchmarks and objectives enumerated in the Designated Chair's recommendation letter, so as to ready the Department Chair applicant for promotion in the future.
4. If the Department Chair applicant chooses to pursue their request for promotion, the DPC shall consider both the Department Chair applicant's request for promotion and the Designated Chair's recommendation letter. In its deliberative process, the DPC shall consider all materials submitted by the Department Chair applicant and the recommendation of the Designated Chair. The DPC may meet with either the Department Chair applicant or the Designated Chair for the purpose of clarifying or better understanding submitted materials, but it may not consider

additional materials that were not included in the previous two steps. The DPC will make a recommendation to the Institutional Promotions Committee (IPC) on the matter of promotion, with a copy of said recommendation being provided to the Department Chair applicant.

5. The IPC will review all materials, will consider the independent recommendation of the Designated Chair and the DPC and will arrive at its recommendation concerning the promotion request. The committee and the VPAA work to reach a consensual decision. In the event that consensus cannot be reached, the final decision rests with the VPAA.
6. The Department Chair applicant who chooses to appeal a decision by the DPC must do so in writing within seven (7) business days, directing their appeal letter to the William James College Office of Academic Affairs. Upon receipt of the appeal, the Office of Academic Affairs will commence an appellate review which will produce a decision, within thirty (30) business days, that will either support or deny the Department Chair applicant's appeal. During this review process, the Office of Academic Affairs will consider all materials previously submitted by the Department Chair applicant, the VPAA, and the DPC. The Office of Academic Affairs may meet with the Department Chair applicant, the VPAA, or a representative of the DPC for the purpose of clarifying or better understanding submitted materials; however, the Office of Academic Affairs may not consider additional materials or new information not previously included in the steps prior to appeal. The recommendation of the Office of Academic Affairs will be sent to the President of the College for their final determination.
7. The Department Chair applicant who chooses to appeal a decision by the IPC must also do so in writing within seven (7) business days, directing their appeal letter to the Academic Affairs subcommittee of the William James College Board of Directors. Upon receipt of the appeal, the Academic Affairs subcommittee of the Board, in consultation with the Board's President, will commence an appellate review which will produce a decision, within thirty (30) business days, that will either support or deny the Department Chair applicant's appeal. During this review process, the Academic Affairs subcommittee of the Board will consider all materials previously submitted by the Department Chair applicant, the VPAA, the DPC, and the IPC. The Academic Affairs subcommittee of the Board may meet with the Department Chair applicant, the VPAA, or representatives of the DPC and/or the IPC for the purpose of clarifying or better understanding submitted materials; however, the Academic Affairs subcommittee of the Board may not consider additional materials or new information not previously included in the steps prior to appeal.

APPENDIX C: CURRICULUM VITAE (WJC RANK TEMPLATE)

CURRICULUM VITAE

Name, Title

One Wells Avenue  
Newton, MA 02459

E-mail: name\_lastname@williamjames.edu

Telephone: (XXX) XXX-XXXX

EDUCATIONAL HISTORY

Postdoctoral Fellow (or equivalent)  
University

(period) XXXX-XXXX  
City, State

Clinical Psychology, Psy.D. and/or Ph.D. (and/or other)  
University

XXXX-XXXX  
City, State

Psychology, B.A. (or equivalent)  
University

XXXX-XXXX  
City, State

LICENSURE

Licensed Psychologist (other), State (# XXXXXXXX)

FACULTY POSITIONS

Core Faculty (and/or other positions)  
William James College

XXXX-Present  
Newton, MA

- (include your role(s), other positions, and anything relevant re. your job)
- (use different bullet points for each position/role... e.g., title of classes taught [details reported in Table B.1.a of the promotion packet], committees research on behalf of WJC or students, etc., followed by a general description of your responsibilities for that job)

Position  
Institution

XXXX-2XXX  
City, State

- (include your role(s), other positions, and anything relevant re. your job)
- (use different bullet points for each position/role... e.g., title of classes taught [details reported in Table B.1.a], committees research, etc., followed by a general description of your responsibilities for that job)

Position  
Institution

XXXX-1XXX

City, State

- *(include your role(s), other positions, and anything relevant re. your job)*
- *(use different bullet points for each position/role, e.g., classes taught, committees research, etc., followed by a general description of your responsibilities for that job)*

## **PRESENTATIONS AT SCIENTIFIC MEETINGS**

*(include all relevant presentations at scientific meetings; include type of presentation; e.g., guest speaker, presenter; institution; year; location)*

## **LECTURES AND WORKSHOPS**

*(include all relevant lectures and workshops; include type of presentation; e.g., guest speaker, presenter; institution; year; location)*

## **PEER-REVIEWED PUBLICATIONS**

*(if applicable, list all your peer-reviewed publications)*

## **OTHER PUBLICATIONS**

*(if applicable, list all other publications)*

## **REVIEWER POSITIONS**

*(if applicable, include any reviewer positions for different publications; include position, publication, and time period)*

*(list research experiences at other colleges or independent research)*

## **DEPARTMENTAL & UNIVERSITY SERVICES**

*(list any other departmental/college positions you held/hold; include position, role, and time period)*

## **COMMUNITY SERVICES**

*(list any volunteer and professional services to community organizations, including city and name of organization)*

## **PROFESSIONAL ACTIVITIES & COMMITTEES**

*(list any other professional activities & committees you participated/participate outside of WJC; include position, role, time period)*

## **CLINICAL EXPERIENCE**

**Position** XXXX-XXXX  
**Institution** City, State

- *(include your role(s), other positions, and anything relevant re. your job)*
- *(use different bullet points for each position/role... followed by a general description of your responsibilities for that job)*

## **GRANTS**

*(if applicable, include any grants you have received)*

## **RESEARCH EXPERIENCE**

## **OTHER PROFESSIONAL EXPERIENCE**

**Position** XXXX-XXXX  
**Institution** City, State

- *(include your role(s), other positions, and anything relevant re. your job)*
- *(use different bullet points for each position/role... followed by a general description of your responsibilities for that job)*

## **HONORS & DISTINCTIONS**

*(list honors and distinctions; include the honor, institution, and year)*

## **PROFESSIONAL AFFILIATIONS**

*(list all relevant past/present professional affiliations; include nature, institution, and time period)*

## **SPECIAL SKILLS**

*(list any other special skills relevant to the ranking process)*



## APPENDIX D: PROMOTIONS CHECKLIST

### Promotions Checklist

Name:
Department:
Previous Rank (if applicable):
Date Submitted:

### Check off items included in file

#### SELECT THE APPROPRIATE OPTION FOR YOUR APPLICATION:

##### OPTION ONE

- Application
  - Current contract (you can remove your salary, if you choose)
  - Course syllabi and methods of assessing student achievement and other relevant course materials (e.g. examinations, assignments, teaching tools)
  - Course evaluations (if application includes negative student evaluations it is applicant responsibility to address in their application)
  - Advisor ratings
- Curriculum Vitae
- Narrative, **ending with 1-2 page summary of your narrative**
- Letters of Recommendation (one internal, two external)

##### OPTION TWO (Not applicable for Professor Rank)

- Documentation of previous rank
- Current contract (you can remove your salary, if you choose)

**APPENDIX E: APPLICATION FOR RANK**  
**Application for Rank Promotion**

*Your application consists of the completed form and required attachments listed in the “Supporting Documents” section. Please supply all requested information.*

*Please note that this form has been adapted to accept information cut-and-pasted from existing Word documents. There is no length limit for the pasted-in material. Type in the other requested information or choose the appropriate category that applies to you with an “x”.*

<b>Date of application:</b>	
<b>Name:</b>	
	<small>Last name, First name Middle initial</small>
<b>Program:</b>	
<b>Current Rank or Rank at Previous Institution (if applicable):</b>	
<b>Documentation of Previous Rank Included: Yes No</b>	
<b>Application for Promotion to</b>	

**Candidate’s Current Status**

<b>Rank:</b>	
<b>Administrative or professional title, if applicable (e.g., Program Chair):</b>	
Years of full-time service, as of the application date:	
Years of part-time service, as of the application date:	
Date that your present rank (e.g., Assistant Professor) began at William James College:	

**Please complete the following sections:**



**B2. Teaching Portfolio:** Include a *representative sample (not all)* of course syllabi, examinations, assignments, teaching tools, and other relevant class materials for your courses (electronic or hard copy).

**B3. Other Assignments:** Describe other assigned duties related to teaching and describe how performance effectiveness was assessed.

**C. Service**

C1. College/University Service: List Program, department, College / University committees or other responsibilities with dates.

C2. Service to Profession: Involvement with professional associations/societies, offices held, research advisory or review panels, and any other evidence of regional, national or international stature and service to the profession (include dates).

C3. Service to the Public (professionally related): List service provided which is consistent with professional training and responsibilities and provide dates.

C4. Service to the Public (non-professionally related): Community service not directly related to the faculty member's appointment.

**D. Awards**

D1. National and International

D2. State and Regional

D3. College and Community

**Supporting Documents (for those applying for faculty status change [promotion, rolling contract, etc.]):**

**1. Description of Responsibilities**

Please attach a Current Contract

**2. Course Evaluations\***

Summarize all course/program evaluations with numerical ratings covering at least the last 5 years (or, if you have been here for less time, all your evaluations). The number and percent of students who responded should be identified. This summary should include an analysis of performance over time as well as comparisons with program norms when available and any special issues impacting evaluations.

**3. Advisor Ratings\***

Describe responsibilities for formal academic advising (# student advisees, frequency of meetings, any special activities or issues) and co-curricular advising (e.g., advisor for student professional organization). Provide evaluations if completed from student advisees or program director/chair about performance. Please attach advisor ratings covering at least the last 5 years (or, if you have been here for less time, all your ratings).

**4. Letters of Recommendation (one internal, two external)**

**5. Documentation of Previously Held Rank at Other Institutions (if applicable)**

\* See your program's Administrative Assistant to retrieve relevant information from your administrative file (e.g., student evaluations, advisor ratings, etc.)

By submitting this application, I certify that this file is complete, accurate and ready for review.

Faculty Member (please certify by entering your full name)		Date

Upon completion, please electronically submit this form to your Program Director (or equivalent) and the VPAA's Administrative Assistant by attaching a saved copy of the completed Word document to an e-mail. Additionally, please submit all required supporting documents as attachments (preferably electronically; otherwise, in hard copy) to your Program Director and VPAA's Administrative Assistant

**APPENDIX F: PROMOTIONS COMMITTEE RECOMMENDATION FOR APPLICANT RANK**

**PROMOTIONS COMMITTEE  
RECOMMENDATION FOR APPLICANT RANK**

Name of Candidate:
Department(s):
Previous Rank Elsewhere (if applicable):
Candidate Applied for the Following Rank:
Date of Recommendation for Determination:

1. The Departmental (or if still in place, Interdepartmental) Promotions Committee Recommends the following rank:

- Assistant Professor
- Associate Professor
- Professor of Practice
- Professor

This recommendation is being made for the following reasons:

Approved by Departmental Promotions Committee Chair\* \_\_\_\_\_ Date: \_\_\_\_\_

\* The Chair's signature signifies the entire Committee's decision.

2. The Institutional Promotions Committee Recommends the following rank:

- Assistant Professor
- Associate Professor
- Professor of Practice
- Professor

Approved by Institutional Promotions Committee Chair \_\_\_\_\_ Date: \_\_\_\_\_

3. Determination by VPAA

- Approved:
- Rejected (See rationale for decision below)

Signature of VPAA \_\_\_\_\_ Date: \_\_\_\_\_

- Signed copy sent to Faculty Administrative File
- Signed copy sent to Departmental Promotions Committee
- Signed copy sent to Institutional Promotions Committee

## **APPENDIX G: COVID IMPACT STATEMENT**

The pandemic has affected individuals in different, and often difficult, ways. Regarding higher education, the pandemic has resulted in a range of personal and professional disruptions, which in many cases have resulted in decreased productivity.

### **Purpose of a COVID Impact Statement**

The COVID Impact Statement provides reviewers with contextual factors required to provide a fair and equitable evaluation of faculty performance during the COVID-19 pandemic. Reviewers are asked to consider these impacts as they apply departmental and college standards in the faculty review processes. It is important to note that the COVID Impact Statement does not change the standards for review or promotion, nor is it meant to be an explanation for not meeting standards (University of Connecticut, 2021).

### **Writing a COVID Impact Statement**

The COVID Impact Statement provides an opportunity to allow faculty members to address circumstances that impacted their professional trajectory as a result of the COVID pandemic. Faculty should include within their COVID impact statement the following information:

- Description of the faculty member's professional responsibilities and trajectory prior to the COVID pandemic
- Description of the impact that COVID has had on workload and performance trajectory of the faculty member in each of the relevant areas of excellence contained within the faculty rank document
- Description of how the faculty member has made adjustments to their professional responsibilities and trajectory as a result of COVID

### **List of Possible COVID Impacts**

Faculty members must provide specific examples of COVID-19 impacts. However, the following is a list of potential impacts that faculty member at various universities have reported:



### **Impacts on Teaching and Educational Leadership**

- Time spent switching to remote instruction and adapting materials for remote instruction
- Technological challenges that created difficulties for teaching
- Additional mentoring or advising time required to assist or support graduate students, teaching assistants, or undergraduate students with the transition to remote learning
- Any other impact on teaching and educational leadership

### **Impacts on Investigation and Research**

- Cancellations of conventions, invited presentations, and/or conferences
- Lack of opportunity to travel
- Reduced access to human subjects for research, field sites, libraries and archives, animals, etc.
- Delays in having works peer reviewed because of pandemic
- Need to pivot or shift research topics or areas of inquiry due to COVID-19 restrictions or emergent questions
- Any other impact on investigation and research

### **Impacts on Innovation, Expertise, and Community Involvement**

- Increased responsibilities for service or outreach to deal with pandemic-related issues
- Reduced opportunity for sabbatical
- “Invisible” service to sustain departmental or other operations to support students
- Any other impact on innovation, expertise, and community involvement

### **References**

University of Connecticut (2022, June 7). COVID impact statements guidance for faculty.

<https://provost.uconn.edu/covid-19/covid-impact-statements-guidance/>

## ADDENDUM FOR HISTORICAL REFERENCE

### **Determining Initial Rank for Faculty Who Are Currently Employed at William James College at the Time of Adoption of the Faculty Rank system<sup>1</sup>**

The first step in faculty rank implementation will be to assign all non-adjunct faculty members to the ranks of Instructor, Senior Instructor, Assistant Professor, or Associate Professor. Once initial ranks are assigned, and Departmental and Institutional Promotions Committees are appointed, qualified faculty can apply for consideration for promotion to the ranks of Professor and Professor of Practice.

William James College's implementation system for determining rank for currently employed faculty (i.e., non-adjunct faculty in good standing, who hold a doctoral degree, and who have been serving at William James College prior to the implementation of a faculty rank system) assures that prior faculty service and achievement, whether at William James College or at other accredited institutions, is recognized and rewarded. Further, this system is balanced with the recognition that William James College, as an institution of higher learning, has a responsibility to value the standards of faculty rank that are applied across American colleges and universities.

The following is an overview of the initial rank process in the first year of WJC's ranking system:

- 1) The Faculty applicant prepares a promotions packet, the components of which are appended to this document. That packet includes: an Application for Initial Rank, a current Curriculum Vitae (Appendix B, William James College Rank Template), and a Narrative Self-Report documenting achievements and accomplishments across all three AOE, two letters of reference (one letter from inside and one from outside of the institution), and documentation of rank at previous institution, if applicable. This packet is then sent to the Department Chair.
- 2) The Department Chair reviews the promotions packet to make certain that it is complete. If this is not the case, the Chair meets with the faculty member and provides consultation on completing the packet. If the packet is complete, the Chair forwards it to the Transitional Promotions Committee for review.
- 3) The Transitional Promotions Committee (senior faculty appointed by their departmental colleagues and trained by the Faculty Stewardship Committee to recommend initial ranking during this transitional period) reviews the packet, makes a rank determination, then meets with the VPAA to discuss their recommendation. Together, they work to

---

<sup>1</sup> This document applied **only** to the first, transitional academic year of WJC developing a ranking system, 2016-17.

reach a consensual rank decision. If this is not possible, the VPAA has the final determination.

- 4) Upon final determination, the rank decision will be shared with the faculty member. If not in agreement, the faculty applicant has the right to appeal the decision. The appeals process is described in the *Implementation Procedures for Determining Rank* section of this document.

## REFERENCES

- Boyer, E.L. (1990). *Scholarship reconsidered: Priorities of the professoriate*. Menlo Park, CA: Carnegie Foundation for the Advancement of Teaching.
- Boyer, E.L. (1996). The scholarship of engagement. *Journal of Public Service and Outreach*, 1(1), Special Issue.
- Halpern, D. F., Smothergill, D.W., Allen, M. Baker, S., Baum, C., Best, D., Ferrari, J., Geisinger, K.F., Gilden, E.R., Mester, M., Keith-Spiegel, P., Kierniesky, N.C., McGovern, T.V., McKeachie, W.J., Prokasy, W.F., Szuchma, L.T., Vasta, R., & Weaver, K.A. (1998). Scholarship in psychology: A paradigm for the twenty-first century. *American Psychologist*, 53(12), 1292-1297.
- Huber, M.T. & Hutchings, P. (2005). *The advancement of learning: Building the teaching commons*. San Francisco: Jossey-Bass.
- LaPidus, J.B. (1997, November). Doctoral education preparing for the future. *Council of Graduate Schools Communicator*, 30(10), Special Issue.
- O'Meara, K. & Rice, R.E. (Eds.) (2004). *Faculty priorities reconsidered: Rewarding multiple forms of scholarship*. San Francisco: Jossey-Bass.
- Pagano, V., Wicherski, M. & Kohout, J.L. *Faculty in U.S. and Canadian Graduate Departments of Psychology: 2009 – 2010*. APA Center for Workforce Studies, (June, 2010).
- Rice, R.E. (2005). "Scholarship reconsidered:" History and context. In K.A. O'Meara & R.E. Rice (Eds.), *Faculty priorities reconsidered* (pp 17-31). San Francisco: Jossey-Bass.
- Scholarship in Doctoral Education: A Conceptual Framework for Self-Study in Graduate Departments of Psychology*. Paul D. Nelson Education Directorate, American Psychological Association, September 2006.
- Shulman, L.S. (2000). "Inventing the future." In P. Hutchings (Ed.), *Opening lines: Approaches to the scholarship of teaching and learning*. Menlo Park, CA: The Carnegie Foundation for the Advancement of Teaching.
- Shulman, L.S. (2004). *The wisdom of practice: Essays on teaching, learning, and learning to teach*. San Francisco: Jossey-Bass.