

Clinical Faculty Promotion and Evaluation Criteria Guideline

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1. GENERAL PURPOSE

The purpose of these guidelines is to provide criteria and procedures for appointment, evaluation and promotion of clinical faculty. These standards and evaluation criteria are used to operationally define the “desirable qualifications” expected for appointment or promotion and will be used by the committee to evaluate a candidate’s past performance in accordance with the promotional rank under consideration. These standards and criteria will also aid the candidate in preparing supportive materials to demonstrate that candidates meet the standards and criteria in teaching, community service and creative scholarly activity. The *GUIDELINES FOR PREPARATION OF DOSSIERS* can be used as a reference when preparing and submitting the required documents. A candidate will be expected to meet or exceed the standards and criteria in all areas of a particular rank before promotion to that rank is recommended. Additionally, these guidelines will promote consistent application of evaluation procedures during consideration of all candidates for promotion.

Clinical Faculty

The clinical classification is to be used only for faculty who are engaged primarily in teaching and practice. These educational activities may include teaching courses and laboratories, and supervising the project work of undergraduate and graduate students. Faculty must demonstrate command of their subject matter, continuous mastery of their subject fields, and the ability to organize material and convey it effectively to students. Clinical faculty is expected to serve as advisor for students. These duties may include but are not limited to student group advising, career development advising, and academic advising. Service, scholarship, and professional development of clinical faculty should support the goals of the department.

Clinical faculty is expected to engage in department, college and university service. Scholarship in its broadest sense is a secondary role and, in general, should be of an applied nature that focuses on and contributes to the advancement of teaching and practice. Most clinical faculty will likely have some percentage of effort assigned in each area of teaching, service and scholarship; however, conducting independent research shall not be a requirement of clinical faculty. Clinical faculty is not eligible for tenure.

Clinical faculty may hold the following non-tenure track ranks:

- Clinical Assistant Professor
- Clinical Associate Professor
- Clinical Professor

2. CRITERIA, RESPONSIBILITIES AND EVALUATION

The annual merit review and reviews for promotion and reappointment will focus on clinical expertise based on the following four areas of responsibility: (1) teaching, (2) service, (3) scholarship and professional development, and (4) collegiality.

(1) Teaching

Teaching is the primary faculty assignment, and demonstrated excellence and effectiveness in teaching is an essential criterion for appointment, advancement and promotion. Evaluation of teaching is based on a combination of peer evaluations, student evaluations, and review of teaching materials. Peer evaluations should be based on both observation of teaching and review of course-related materials. It is expected that the faculty member will have consistently documented excellent ratings in teaching. In addition to teaching evaluations, evidence of teaching excellence might include:

- curriculum and program development
- instructional methods and/or innovative courses that are considered critical for the success of the educational program
- instructional materials that are adopted by other institutions
- requests for consulting services involving teaching methods
- demonstrations that teaching activities have influenced student learning
- developed course and lab materials
- awards for teaching excellence within the university, from professional associations or from regional or national organizations

Documentation:

Clinical faculty must demonstrate effectiveness and professional development. Teaching effectiveness and excellence may be demonstrated in the merit document and promotion dossier through items such as:

1. Teaching evaluations

Summary of standard university teaching evaluations and other available teaching evaluations must be included for all courses taught. Include explanation for any missing evaluations.

2. Record of advising

Faculty involvement in advising students is an essential part of the teacher/learner relationship.

3. Peer evaluations

Evaluations should be conducted annually to document progress.

4. Teaching portfolio

A teaching portfolio should include a sample syllabus, sample copies of exams, evaluation and assessment methods.

5. Teaching awards

6. Development of online courses in addition to traditional teaching roles

7. Participation in seminars

8. Evaluation of programs for practitioners or other university constituencies

(2) Service

All faculty is expected to engage in service at the department, college, and university level. In addition to institutional service, clinical faculty may engage in community and profession based service, particularly in conjunction with teaching activities. They may also have administrative responsibilities associated with their program and department.

Documentation:

It is the responsibility of the faculty member to provide documentation of service. Evidence may include:

1. Committee/task force memberships, committee/task force chair positions

2. Recruitment of faculty and students

3. Mentoring students and student groups

4. Faculty mentoring

5. Service in faculty governance

6. Service to the professional discipline, which can be identified by time, impact and effort given to local, state, regional, national, or international professional organizations and publications (e.g., journal reviewer or service on editorial boards)

7. Public service related to the faculty member's professional expertise or activities that significantly foster university relations is valuable in annual merit reviews and promotion decisions. Examples include community service projects, invited presentations to the public, and consultation within the community.

(3) Scholarship and Professional Development

Clinical faculty maintain their expertise through scholarship and professional development. Scholarship conducted by clinical faculty should support the teaching and service goals of the department. For clinical faculty, scholarship is defined broadly and understood to be intellectual work that is visible, communicated externally and validated by peers. The appropriateness and importance of the type of scholarship clinical faculty may engage in will vary. The level and type of scholarly expectation differs significantly from that expected of tenure-track faculty. There is no expectation for a major, focused program of original research (i.e., the scholarship of discovery) in the clinical ranks. Clinical faculty is encouraged to establish connections with industrial segments of one's specialty. Applying for external funds is encouraged and success in attracting external funds is significant.

Documentation:

Scholarship for clinical faculty represents ongoing professional development. Evidence of scholarship and professional development may include:

1. Published evaluations of innovative approaches to teaching
2. Evaluations of effective consultation, program development and innovation, outcomes of innovative programs and/or services
3. Evidence of external transfer of innovative teaching and/or clinical service models
4. Authorship of professional practice guidelines and publications of textbooks, book chapters, monographs, videos, extended learning materials, or other educational materials
5. Invited presentations, poster and podium presentations, and published abstracts
6. Consultation to government agencies, industry, or professional groups
7. Competitive grants or contracts for teaching, industrial projects, or service programs
8. Authorship in peer reviewed publications
9. Grants and contract activity
10. Awarded grants/funded projects

(4) Collegiality

Collegiality is an integral part of a faculty member's professional career. Collaboration and constructive cooperation are important qualities when considering promotion and reappointment. Criteria for evaluating collegiality may include, but are not limited to, the following:

- projecting a positive attitude and interacting positively with colleagues

- treating others with respect
- helping to make the Department a productive and friendly environment

Annual Review

Faculty members in the clinical track will be evaluated annually by their respective department, utilizing the university's annual merit review process. The evaluation will be an assessment of the individual's teaching, service, scholarship and professional development and collegiality based on meeting the goals of the department as documented by the annual report. This review will be performed by reviewing student teaching evaluations, peer observations and other applicable documentation of teaching. The review will also include an evaluation of the faculty member's service and, where applicable, scholarly contributions. Service contributions may vary, but will generally include student advising, course administration and committee work.

3. PROCEDURES FOR INITIAL APPOINTMENT

The process for identifying and evaluating candidates for initial appointment to clinical positions follows the same faculty search committee procedures as for tenure track appointments. Announcements and position descriptions will clearly state the nature of and qualifications for the position.

Initial clinical faculty appointments at any rank are fixed-term, one-year renewable appointments. After two positive annual reviews, the department may recommend reappointment for a one, two, or three year contract. Reappointment decisions are at the sole discretion of the university, consider several factors, and are based on annual performance reviews and the continued ability of the clinical faculty to meet or exceed minimum standards. Candidates for initial appointment to the clinical track at any rank are expected, at a minimum, to demonstrate excellence and effectiveness in clinical practice, teaching and educational development, and service as appropriate to the discipline. Prior involvement in scholarly activities is desirable, but not required. Candidates for initial appointments must hold an earned doctorate and meet or exceed expectations for faculty promoted to that rank.

Criteria for Appointment of Clinical Assistant Professor

The appointment of Clinical Assistant Professor is based on evidence of the candidate's:

- earned doctorate appropriate to expected duties
- special skills or experience needed in the department
- an exceptional record of achievement in assigned duties

4. PROMOTION

As part of the annual performance review process, the department chair will discuss with clinical faculty members their eligibility and current progress toward promotion. When a

clinical faculty member wishes to be considered for promotion, he or she will notify the department chair and will then prepare a dossier for review. Reviews and recommendations will follow the procedures developed by the university, college and department. The Provost will make the final decision on clinical faculty promotions. Candidates for appointment or promotion to the rank of clinical associate professor and above are expected to demonstrate a balance of accomplishment and competence in profession, teaching and educational development, scholarship, and service to the department, college, university and profession. Further, they are expected to have established a local, regional or national reputation and connection as making significant contributions appropriate to the rank and discipline. Clinical faculty may be evaluated for promotion to higher ranks by their department rank committee in accordance with department and University documents. The standard minimum number of years in a rank is five. Candidates may be considered for early promotion to a higher rank with sufficient documentation of evidence for meeting the criteria for that rank. In appropriate cases, candidates may be granted credit based on service elsewhere. To qualify for credit, such service must have been either in a similar full-time capacity with faculty status at an institution of higher learning, or other relevant professional service which the Provost deems acceptable for this purpose. At the time of the initial appointment, the clinical faculty member will be informed in writing of the exact number of years comprising their credit.

As outlined above, a positive recommendation for promotion is based primarily on demonstrated excellence in teaching and strong service. Promotion must consider the candidate's potential for continued professional development and future contributions to the teaching and clinical service goals of the department.

Criteria for Promotion from Clinical Assistant Professor to Clinical Associate Professor

Promotion from the rank of Clinical Assistant Professor to Clinical Associate Professor may be considered after five years of service as a Clinical Assistant Professor. In addition to the qualifications required of a clinical assistant professor, the appointee shall ordinarily have had extensive successful experience in clinical or professional practice in a field of specialization, or in a subdivision of the department field, and in working with and/or directing others (such as professionals, faculty members, students) in clinical activities in the field. The appointee must also have demonstrated superior teaching ability and scholarly or administrative accomplishments. Promotion to the rank of Clinical Associate Professor is based on evidence such as the candidate's:

- creativity and excellence in teaching
- scholarship or creative activity that contributes to the body of knowledge in one's specialty.
- institutional, public and professional service
- demonstrated grant and project activities
- consultation to the community

Criteria for Promotion from Clinical Associate Professor to Clinical Professor

In general, promotion to Clinical Professor recognizes achievement of regional and national recognition as an outstanding practitioner-educator. Generally, promotion to the rank of Clinical Professor may be considered after five years of service as a Clinical Associate Professor. In addition to the qualifications required of a clinical associate professor, the appointee shall have demonstrated a degree of excellence in clinical practice and teaching sufficient to establish an outstanding regional and national reputation among colleagues. The appointee shall also have demonstrated extraordinary scholarly competence and leadership in the profession. Promotion to the rank of Clinical Professor is based on evidence such as the candidate's:

- sustained excellence in teaching, with distinction in creativity and innovation
- distinction in applying clinical expertise, as evidenced by professional recognition in the specific discipline
- scholarly contributions within the discipline
- exemplary institutional, public, and/or professional service
- recognized leadership in her/his field
- obtained grants and funded projects
- evidence of national recognition may include, but is not limited to , invited lectures at scientific and professional meetings; invited chapters in textbooks; honors and awards from national organizations; service on editorial boards or as a reviewer for professional/scientific publications; consultantships and elected or appointed leadership positions in professional organizations

5. APPLICATION FOR TENURE-TRACK POSITION

A clinical faculty member may apply for a tenure-track position. If hired into a tenure-track position, the years of experience in a clinical faculty position will be evaluated for consideration with respect to applying any of the years of experience towards tenure.