

APPENDIX D
Standards and Criteria for Promotion
of Clinical Faculty

STANDARDS AND CRITERIA FOR PROMOTION OF CLINICAL FACULTY

I. Introduction

A. 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 are to be used in conjunction with the Idaho State University Faculty/Staff Handbook, Part 4, Sections III and IV.

B. These standards and criteria will also aid the Candidate in preparing supportive materials to demonstrate that Candidates meet the standards and criteria by their past performance in teaching, community service and creative scholarly activity. 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. Recommendations relative to promotion must include, but are not restricted to, consideration of the standards and criteria listed below and in Sections II and III of this Appendix.

1. Teaching and Competence in the Field

An essential component for promotion is the ability to teach effectively. Some elements for assessing teaching effectiveness are addressed in Section III, B of this Appendix. Teaching effectiveness also implies a level of competence in the field which is addressed in Section III herein of this Appendix.

2. Creative Scholarly Activity

All members of the faculty should demonstrate scholarly ability and attainments. Their qualifications could be evaluated on the quality of work, range, and variety of their intellectual interests and ongoing contribution to clinical practice and training setting (refer to Section III herein).

3. Service

a. University Service:

Service on university committees as well as other related university service are also a consideration for promotion. The quality and various kinds of service should be considered when evaluating a Candidate’s accomplishments in this area (refer to Section III herein).

b. Community Service:

The scope of the university’s and college’s activities and nature of the allied health professions makes it necessary for faculty to engage in many activities outside the university teaching and research/creative scholarly activity. Community service could include aspects of extramural service to schools, industry, and

local organizations (refer to Section III herein).

II. Standards for Promotion in the Clinical Rank

A. Clinical Instructor

1. Academic and Length of Service Requirement
 - a. Appropriate degree held for field and/or profession.
 - b. Appropriate certification/licensure/registration in field in which clinical instruction is provided.
 - c. Good scholarship as reflected by academic record.
2. Teaching and Competence in the Field
 - a. Demonstrated competence in the field and an interest in and capacity for teaching.

B. Assistant Clinical Professor

1. Academic and Length of Service Requirement
 - a. Appropriate degree held for field and/or profession.
 - b. Appropriate certification/licensure/registration in field in which clinical instruction is provided.
 - c. Good scholarship as reflected by academic record.
 - d. Three years of teaching at the college level or other appropriate experiences in the field.
2. Teaching and Competence in the Field
 - a. Demonstrated competence in the field.
 - b. Demonstrated interest and capacity for teaching.
3. Creative Scholarly Activity
 - a. Evidence of ongoing creative scholarly activity as demonstrated by completion of a minimum of 2 such projects (refer to Appendix D, Section III, C).
4. Service
 - a. Demonstrated interests in the welfare of the institutions of higher learning as evidenced by no fewer than 2 service activities per year (refer to Appendix D, Section III, D, 1).
 - b. Demonstrated interest in the welfare of the health professions as evidenced by no fewer than 2 service activities per year (refer to Appendix D, Section III, D, 2).

C. Associate Clinical Professor

1. Academic and Length of Service Requirement
 - a. Appropriate degree held for field and/or profession.
 - b. Appropriate certification/licensure/registration in field in which clinical instruction is provided.
 - c. Good scholarship as reflected by academic record.
 - d. Five years of teaching at the college level or other appropriate experiences in the field.
2. Teaching and Competence in the Field
 - a. Demonstrated competence in the field.

- b. Demonstrated interest in and capacity for teaching.
- 3. Creative Scholarly Activity
 - a. Evidence of ongoing creative scholarly activity as demonstrated by completion of 5 such projects (refer to Appendix D, Section III, C).
- 4. Service
 - a. Demonstrated interests in the welfare of the institutions of higher learning as evidenced by no fewer than 3 service activities per year (refer to Appendix D, Section III, D, 1).
 - b. Demonstrated interest in the welfare of the health professions as evidenced by no fewer than 3 service activities per year (refer to Appendix D, Section III, D, 2).

D. Clinical Professor

- 1. Academic and Length of Service Requirement
 - a. Appropriate degree held for field and/or professions.
 - b. Appropriate certification/licensure/registration in field in which clinical instruction is provided.
 - c. Good scholarship as reflected by academic record.
 - d. Seven years of teaching at the college level or other appropriate experiences in the field.
- 2. Teaching and Competence in the Field
 - a. Demonstrated competence in the field.
 - b. Demonstrated interest in and capacity for teaching.
- 3. Creative Scholarly Activity
 - a. Evidence of ongoing creative scholarly activity as demonstrated by completion of no fewer than 8 such projects (refer to Appendix D, Section III, C).
- 4. Service
 - a. Demonstrated interests in the welfare of the institutions of higher learning as evidenced by no fewer than 3 service activities per year (refer to Appendix D, Section III, D, 1).
 - b. Demonstrated interest in the welfare of the health professions as evidenced by no fewer than 3 service activities per year (refer to Appendix D, Section III, D, 2).
- 5. Intellectual and Clinical Leadership
 - a. Evidence of intellectual leadership as defined by the Candidate's individual Department and the criteria listed in Appendix D, Section E.

E. Administrative Promotions

- 1. Faculty hired as a Clinical Instructor may be given up to three (3) years to complete his/her appropriate degree for the field. Upon completion of the degree, he/she may be administratively promoted to Clinical Assistant Professor by the Academic Vice President with written recommendation from the Dean. In the case of administrative promotions to Clinical Assistant Professor, the Dean will consider the criteria listed in this document (Appendix

A, Sections II and III). A person may be administratively promoted at any time during the academic year without recourse to the Promotion Committee.

III. Evaluation Criteria for Promotion

These criteria will be applied to the Standards for Promotion in Clinical Rank (Section II of this Appendix). Only those criteria that apply to the promotional rank being considered will be utilized in the review. Prior to promotion, the burden of proving worth rests with the individual.

A. Academic and Length of Service Requirements

1. As a chief academic officer of the university, the Dean will have ensured that the degree held is the degree required for certification/licensure/registration in the field and/or profession.
2. Good scholarship as reflected in academic record: Transcripts of current graduate or post-graduate work might be evaluated. Additionally, any other documentation reflecting good scholarship intended for review by the Clinical Faculty Promotion Committee may be considered.
3. Years teaching experience at the college level or other appropriate experience in the field: The total number of years completed, plus the current year apply toward eligibility for promotion (e.g., if in the third year of teaching at clinical instructor rank, promotion to clinical assistant professor is appropriate, therefore, the promotion would be effective the fourth year).

B. Teaching and Competence in the Field

1. Demonstrated competence in the field as revealed by:
 - a. Annual faculty evaluations for the past years being considered.
 - b. Summary of actual student evaluations of the faculty member for the years being considered for all courses taught.
 - c. Feedback (informal and formal letters) from tenured and non-tenured faculty and administrators from within and outside the department when appropriate.
 - d. Evidence of honors and/or awards.
 - e. Significant administrative and/or teaching assignments within and outside the department (professional consulting or practice could also be considered); evidence through support letters or evaluation mechanisms could be provided.
 - f. Examples of any work demonstrating competence in the field.
 - g. Evidence of workshops or teaching conducted in the community setting.
 - h. Evidence of clinical expertise and competency.
2. Interest In and Capacity for Teaching
 - a. Interest and capacity would be evaluated by accomplishments determined from annual evaluations, student evaluations, honors/awards, special letters, etc. The following aspects could be used to determine the degree of interest and capacity. However, each aspect might not apply to the individual situation.

- b. Confidence displayed as a professional and professional attitude.
 - c. Ability to keep student's interest in the subject matter (manner of presentation, projected enthusiasm).
 - d. Knowledge of subject matter.
 - e. Incorporation of current literature and techniques in area of didactic and/or clinical teaching.
 - f. Advanced organization and preparation for clinical and/or didactic assignment.
 - g. High standards of performance utilizing fair and objective evaluation mechanisms.
 - h. Involvement with student concerns and issues.
 - i. Participation in academic/clinical advising and counseling as assigned.
 - j. Continuing education courses attended, developed and/or taught could be evidence of interest and capacity for teaching.
 - k. Post-graduate courses or special emphasis areas could also be evidence of interest in and capacity for teaching.
 - l. Guest lecture in academic courses could also be evidence of interest in and capacity for teaching.
3. Clinical expertise may be shown by:
- a. Application of assessment and interventions appropriate to current practice.
 - b. Effective clinical supervision.
 - c. Clinical experience as defined by department.
 - d. Collaboration and/or consultation with individuals with clinical expertise outside areas of own expertise.
 - e. Program development.
 - f. Serving as mentor for students.
 - g. Implementation of innovative service delivery options, therapeutic techniques and models for supervision.

C. Creative Scholarly Activity

1. Evidence of ongoing creative scholarly activity and of continuing productive scholarship as evidenced by the items listed below. The quality of creative or original works will be judged by experts within the department and when desirable, from outside the department. Mandated clinical practice for professional licensure is not considered in this category. There is a tremendous variety of activities that constitute creative scholarly activity for the clinical faculty. The activities listed below are not meant to be all inclusive or restrictive of any activities considered to be scholarly activity by the Clinical Faculty Promotion Committee. Creative scholarly activities include, but are not limited to:
- a. Course development and/or course revision.
 - b. Strategies for clinical practice and training.
 - c. Program development.

- d. Program evaluation and accreditation.
 - e. Curriculum development and innovations.
 - f. Professional presentations.
 - g. Community presentations in professional content area.
 - h. Journal or grant reviewer.
 - i. Consulting activity and grant development, research, or other related service.
 - j. Surveys or studies conducted.
 - k. Development of significant instructional materials or resources (especially if copyrighted).
- 1. Continuing education attendance.
 - 2. Evidence of continuing productive scholarship as evidenced by completion of those contributions listed above in an ongoing manner rather than sporadically.

D. Service

- 1. Demonstrated interest in the welfare of institutions of higher learning by evidence of:
 - a. Department, college or university committee assignment with committee status (member, chairperson, secretary, subcommittee) and performance.
 - b. Related volunteer service in the Candidate's area of discipline.
 - c. Pertinent consulting activity.
 - d. Pertinent community service relating to the interest of the university.
- 2. Demonstrated interest in the welfare of the health professions by evidence of:
 - a. Involvement in professional associations.
 - b. Coordination of community service projects related to individual's health profession.
 - c. Volunteer service (presentation and participation) in community projects.
- 3. Voluntary or mandated clinical practice in respective field.

E. Intellectual and Clinical Leadership

- 1. Evidence of intellectual and clinical leadership as defined by criteria required by the Candidate's individual department
 - a. Assistance in development of peers, other faculty members, and/or administrators.
 - b. Special administrative assignments (e.g., clinical coordinator or graduate studies director positions).
 - c. Special appointments (e.g., special task forces, committee assignments or responsibilities to which you were appointed or elected based upon expertise).
 - d. Clinical, educational and/or professional contributions at the state, regional and national levels.

IV. Documentation for Promotion Review

In order to appraise a Candidate's qualifications and accomplishments for promotion, the Candidate should develop two copies of information for the Clinical Faculty Promotion Committee's use in the review. This information should be the same as that developed for the department committee review and the department chair's review.

A. The review packets should contain the following items:

1. Written permission to review the materials presented and the prior recommendations (department and chair) for the purpose of developing an advisory opinion to the Dean. This permission should be placed at the beginning of the materials presented by the Candidate.
2. A current and complete curriculum vita.
3. Departmental annual evaluations for the past years being considered.
4. Summary of student evaluations for the past years being considered (didactic and clinical, if applicable).
5. Appropriate materials to reflect good scholarship in academic records (e.g., transcripts of graduate work beyond degree held, or additional Course work and continuing education certificates).
6. Letters of support for community service or other professional endeavors.
7. Evidence of creative scholarly activity (See Appendix D, Section III, C).
8. Departmental committee evaluation summary (added to packet no less than ten (10) working days before the College review).
9. Chair evaluation/summary (added to packet no less than ten (10) working days before the College review).

B. Once completed and presented for review, the packet may not be amended or altered except for the addition of the department's (committee) evaluation/recommendation and the chair's recommendation within the specified time frame.

C. The Candidate must be provided the opportunity to review all materials/documents to be considered by the Committee which were not submitted by the Candidate. The Candidate will be provided five (5) working days to reply or respond in writing.

D. The review packets should be delivered to the chair of the Clinical Faculty Promotion Committee no less than ten (10) working days prior to the scheduled Review. The packets may be reviewed for completeness with the Candidate and then housed in the Dean's Office or other suitable location selected by the Dean.

E. At the College level, the packets may only be reviewed by members (representative, alternate, or ad hoc on a particular review) of the Clinical Faculty Promotion Committee.

F. The packets shall remain intact and housed in the location selected by the Dean for the Clinical Faculty Promotion Committee members to review (except during

the appropriate committee meetings and when checked out by the committee chair).

G. At the college level, removal of sections of the packets, removal of materials for photocopying or other use by any person is inappropriate unless specific permission is granted by the Candidate.

H. Upon completion of the review by the Committee, both copies will be delivered to the Dean for use in reviewing the Candidates and in considering the recommendation of the Committee.

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