DHS Policy & Procedure for Promotion of Clinical Faculty
I. Introduction

A. These standards and evaluation criteria are used to operationally define the qualifications expected for appointment or promotion of clinical faculty in the DHS. These standards are to be used in conjunction with the Idaho State University Policies and Procedures, listed under IV. Academic Affairs, Promotion and Tenure. Individual subunits within the DHS may have requirements that exceed those listed in this document. All promotion guidelines within the DHS must be consistent with these general DHS guidelines.

B. These standards and criteria will aid the Candidates in preparing supportive materials to demonstrate that they meet the standards in their past performances 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 document.

C. Clinical faculty at Idaho State University (ISU) hold non-tenure track positions. Clinical faculty positions at ISU are found in programs offering degrees in the health professions. While they may not hold a doctoral degree, all clinical faculty hold the required professional credential to practice in Idaho and play a critical role in our health professional curricula. Their primary role is to teach, including providing clinical supervision in our university clinics and affiliated organizations. Some clinical faculty members provide direct clinical services at our university clinics and affiliated organizations. Unlike affiliate faculty, who provide clinical supervision to students in the community settings to where they are employed, clinical faculty are contracted ISU employees who hold all the rights and responsibilities associated with faculty status. In addition to their teaching or clinical assignments, they are expected to engage in scholarly activity and professional related service. While clinical faculty are not eligible for tenure status, they may progress in faculty rank. Progression in rank is largely dependent on their accomplishments in teaching, scholarly activity and service.

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 document. Teaching effectiveness also implies a level of competence in the field which is addressed in Section III herein of this document.

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 variety 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 university teaching and research/creative scholarly activity. Community service could include aspects of extramural service to schools, industry, and local organizations that are professionally related (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. Clinical Assistant 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. Transcripts of current graduate or post-graduate work may be evaluated.
      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 (refer to Section III, C).
   4. Service
      a. Demonstrated interests in the welfare of the institutions of higher learning (refer to Section III, D, 1).
      b. Demonstrated interest in the welfare of the health professions (refer to 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 (refer to Section III, C).
   4. Service
a. Demonstrated interests in the welfare of the institutions of higher learning (refer to Section III, D, 1).
b. Demonstrated interest in the welfare of the health professions (refer to 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 (refer to Section III, C).

4. Service
   a. Demonstrated interests in the welfare of the institutions of higher learning (refer to Section III, D, 1).
   b. Demonstrated interest in the welfare of the health professions (refer to Section III, D, 2).

5. Intellectual and Clinical Leadership
   a. Evidence of intellectual leadership as defined by the Candidate’s individual program and the criteria listed in 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 Executive Dean. In the case of administrative promotions to Clinical Assistant Professor, the Executive Dean will consider the criteria listed in this document (Sections II and III). A person may be administratively promoted at any time during the academic year following review of the Executive Council.

III. Evaluation Criteria for Promotion

These criteria will be applied to the Standards for Promotion in Clinical Rank (Section II). 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 Executive Council 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 program when appropriate.
   d. Evidence of honors and/or awards.
   e. Significant administrative and/or teaching assignments within and outside the program (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 a community setting.
   h. Evidence of clinical expertise and competence.

2. Interest In and Capacity for Teaching
   a. In addition to annual teaching evaluations from supervisors and students, interest and capacity can be further evaluated by any of the following to indicate the degree of interest and capacity: annual evaluations, student evaluations, honors/awards, special letters, etc.
   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. Necessary and appropriate involvement in student issues and concerns related to clinical and academic assignments as well as service and scholarly related activities.
   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 program.
   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 expectation is that scholarly activity is disseminated and undergoes peer or other types of editorial review. There are a variety of activities that constitute creative scholarly activity for the clinical faculty. The activities listed below are not meant to be all inclusive. Creative scholarly activities include, but are not limited to:

   a. Examples of scholarly activities consistent with clinical faculty role and workload assignments
      i. Innovative strategies for clinical practice and training
      ii. Program development
      iii. Curriculum development and innovations
      iv. Scholarship of teaching and learning
      v. Scholarship of community engagement
      vi. Development of significant instructional materials or resources (especially if copyrighted)
      vii. Ongoing media publications/programs
      viii. Participation in peer reviewed publications
      ix. Grant activities
      x. Surveys or studies conducted

   b. Examples of dissemination
      i. Publication in a professional publication
      ii. Oral presentation at a professional meeting
      iii. Poster session at a professional meeting

   c. Examples of peer/editorial review
      i. Editorial board review
      ii. Grant review
      iii. Conference program review

2. Evidence of continuing productive scholarship as evidenced by completion of those contributions listed above in an ongoing manner rather than sporadically.

3. Because of the workload assigned to clinical faculty the frequency of peer reviewed publications is less than that expected of tenure track faculty.

D. Service

1. Demonstrated interest in the welfare of institutions of higher learning by evidence of:
   a. Department, unit, division, or university committee assignment with committee status (member, chairperson, secretary, subcommittee) and performance.
   b. Related volunteer service in the Candidate's area of expertise.
   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, Clinical, Administrative and Professional Leadership
   1. Evidence of leadership as defined by criteria required by the Candidate’s individual program.
      a. Assistance in development of peers, other faculty members, and/or administrators.
      b. Administrative assignments and/or positions (e.g., clinical coordinator or graduate studies director).
      c. Special appointments (e.g., special task forces, committee assignments or responsibilities to which the candidate was 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 one electronic and one hard copy of information for the Executive Council's use in the review. This information should be the same as that developed for the program/department/school/college review.

A. The review packets should contain the following items as indicated in the ISU Policies and Procedures/Academic Affairs/Promotion and Tenure:
   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 Executive 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/program 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 teaching, community service or other professional endeavors.
   7. Evidence of creative scholarly activity (See Section III, C).
   8. Departmental/program committee evaluation summary (added to packet no less than ten (10) working days before the DHS review).
   9. Chair/program director evaluation summary (added to packet no less than ten (10) working days before the DHS review).
   10. Dean/Associate Dean/Director evaluation summaries as dictated by relevant unit policies
   11. External reviews from individuals outside of ISU are not required for Clinical Promotion.

B. Once completed and presented for review, the packet may not be amended or altered except for the addition of the department/program's evaluation/recommendation and the chair/program director/associate dean/dean's recommendation within the specified time frame(s).
C. The Candidate must be provided the opportunity to review all materials/documents to be considered by the Executive Council 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 Executive Dean’s office no less than ten (10) working days prior to the scheduled review. The packets may be reviewed for completeness with the Candidate and then will be housed in the Executive Dean’s Office or other suitable location selected by the Executive Dean.

E. The packets shall remain intact and housed in the location selected by the Executive Dean for the Executive Council members to review.

F. At any 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.

G. Upon completion of the review by the Executive Council, both copies will be left in the office of the Executive Dean for use in reviewing the Candidates and in considering the recommendation of the Executive Council.

V. Evaluation Criterion

A. It is recommended that individual departments/programs/schools/colleges have written guidelines for the clinical promotion process. The departmental/programmatic guidelines will be used in conjunction with the DHS Policy and Procedure for Promotion of Clinical Faculty for consideration of Candidates’ credentials.

B. The promotion submissions must be in compliance with the regulations of the Idaho State University Policy: Promotion and Tenure. Evaluations must also comply with the DHS Policy and Procedure for Promotion of Clinical Faculty.

VI. Procedure

A. The Executive Dean and the Dean/Associate Dean/Department Chair/Program Director must make inquiries to determine clinical faculty members who may be seeking promotion. Copies of DHS Policy and Procedure for Promotion of Clinical Faculty will be made available to all candidates seeking promotion.

1. The Executive Dean must notify all clinical faculty in the DHS of the approximate calendar for preparing and submitting materials for review by the DHS Executive Council. This notification must occur at least eight (8) weeks prior to the deadline for submission of materials to the Executive Dean.

B. The clinical promotion process will include the following steps according to established timeline:

1. Candidates are notified of the dates for submission of their application to the DHS. All other program, department, school and college deadlines are set and managed by the administrator of each unit.
2. Candidates submit materials according to the format dictated by the Office of Academic Affairs for programmatic/departmental peer review.
3. Peers review applicant materials and submit report to applicant’s administration according to the established guidelines for promotion within their academic unit.

4. Academic unit administration reviews materials and submits a letter of recommendation to the Executive Dean’s office.

C. All candidates must submit written permission for the review of all submitted materials. Permission to review the materials must be granted to the Executive Dean, the DHS Executive Council, and any required members of the faculty, administration, or committee of the Department/Program/School/College. As some documents may be confidential, written permission should be placed at the beginning of the Candidate’s submitted materials.

D. All candidates’ materials will be provided to the Executive Dean’s office for review and recommendation by the DHS Executive Council prior to the Executive Dean’s submission of recommendation to the Office of Academic Affairs.

Revisions to the DHS Policy and Procedure for Promotion of Clinical Faculty will be addressed as described in the DHS Policy on Policies. Any proposed changes to DHS Policies and Procedures will take effect on the first of May after approval, and will be applied in the upcoming academic year.