Consumer Sciences and Retailing
Benchmark Criteria for Promotion and Tenure of Clinical Faculty

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The College of Health and Human Sciences at Purdue University was established in July 2010. One of nine academic units, the Department of Consumer Sciences and Retailing, agrees with the College’s Promotion and Tenure Policies and Procedures, that a primary goal is to optimize faculty development and productivity. Therefore, it is important that the head of the Department play an active role and has a responsibility to convey, annually and as accurately as possible, to each colleague who is not a full professor what levels of performance and achievement are viewed favorably by those the primary and area committees.

The University recognizes a non-tenure track faculty status (i.e. clinical/professional faculty). These appointments provide the opportunity for career advancement for faculty members who focus on excellence in clinical/professional instruction. The purpose of this document is to inform faculty about the levels of performance viewed favorably by the primary committee, and summarize the standards for promotion of a Clinical Faculty Member in the Department of Consumer Sciences and Retailing.

Criteria

This document includes criteria for three levels of Clinical Faculty: 1) appointment to Assistant Clinical Professor; 2) promotion from Assistant Clinical Professor to Associate Clinical Professor; and 3) promotion from Associate Clinical Professor to Full Clinical Professor. An appointment to either Associate Clinical Professor or Full Clinical Professor status will assume that the appointee meets the benchmark criteria for promotion to the relevant professorial level.

Individuals serving as Clinical Professors are expected to be engaged in Learning and Engagement, albeit in different ways than those faculty holding tenure track positions. Clinical Faculty members are not expected to actively participate in Discovery activities, although they may serve as a member of a team of faculty members undertaking research projects.

For Clinical Faculty, Learning activities are the most important component of the evaluation. Clinical Faculty will be expected to teach a 3/3 course load. It is possible that the demands of the particular major combined with the availability of appropriate teaching staff might call for a higher course load. It is also possible that some of these classes could involve a laboratory
component to go along with the regular lectures. In such instances, appropriate recognition will be accorded such clinical faculty during promotion-related discussions.

While excellence in Engagement may not substitute for excellence in Learning, Clinical Faculty will be expected to actively provide service to the department, college, university, community and profession. Clinical Faculty will be expected to receive good to outstanding evaluations in Engagement activities.

Assistant Clinical Professor

An appointee to an Assistant Clinical Professor position will be expected to meet the following criteria:

- Possess a Master of Science or Arts degree from an accredited institution in the subject matter to be taught
- Possess a minimum of five years of experience in a primary industry related to the subject matter to be taught or a minimum of four years of experience (with excellent evaluations) teaching in the subject matter area in a postsecondary educational institution
- Demonstrate excellence in undergraduate and professional teaching
- Demonstrate excellent levels of engagement with the department, university, community and/or profession

Associate Clinical Professor

An appointee to an Associate Clinical Professor position will be expected to meet the following criteria:

- Possess the academic credentials necessary for appointment to Assistant Clinical Professor and a Ph.D. in the appropriate subject matter area (appointment to position). In certain areas, the requirement for a Ph.D. might be waived if an argument is provided as to why a doctorate is not required in that discipline.
- Possess an additional three years of experience in a primary industry related to the subject matter to be taught or an additional two years of experience (with excellent evaluations) teaching in the subject matter area in a postsecondary educational institution (appointment to position)

An Assistant Clinical Professor shall meet the following benchmarks to be considered for promotion to Associate Clinical Professor:

- Learning:
  - Teach a 3/3 course load and receive minimum average evaluations of 4.3 on a 5.0 scale
  - Incorporate new and appropriate learning technologies in learning experiences
  - Develop and deliver new coursework to be consistent with current industry practices
  - Publish market recognized trade book(s) in one’s area of expertise
Author curriculum materials used by other institutions
- Successfully withstand a rigorous examination of the candidate’s teaching portfolio by external reviewers with national reputation in the field of the candidate. Between six and nine such reviewers will be determined by the department head in consultation with the candidate. A detailed report from each external reviewer will be included in the candidate’s promotion packet.

**Engagement:**
- Serve on department, college, university, and community committees
- Provide administrative service to meet department goals
- Demonstrate leadership in local, state and regional professional societies/organizations
- Develop an active program of interaction and collaboration with industry professionals in Indiana and regionally
- Display an ability to bring in grants and other sources of funds to help support innovative instructional and research projects within the candidate’s home department.

**Discovery:**
- Participate in Discovery project teams as appropriate

**Full Clinical Professor**

No appointments shall be made to the Full Clinical Professor level.

An Associate Clinical Professor shall meet the following benchmarks to be considered for promotion to Full Clinical Professor:

- Hold a Ph.D. degree from an accredited institution in the subject matter to be taught or a terminal degree in a relevant profession which could be a Master’s degree where an appropriate argument could be provided.

**Learning:**
- Teach a 3/3 course load and receive minimum average student evaluations of 4.6 on a 5.0 scale and excellent to outstanding peer evaluations
- Develop and deliver creative learning experiences for undergraduates
- Develop and deliver professional education programs for credit and non-credit programs
- Publish curriculum materials that are widely recognized and employed by institutions nationally and internationally
- Publish peer reviewed or recognized commercial textbook(s) in one’s area of expertise
- Successfully withstand a rigorous examination of the candidate’s teaching portfolio by external reviewers with national reputation in the field of the candidate. Between six and nine such reviewers will be determined by the department head in consultation with the candidate. A detailed report from each external reviewer will be included in the candidate’s promotion packet.
• Engagement:
  o Lead department, college, university, and community committees and program efforts
  o Provide recognized leadership to national professional organizations
  o Collaborate with university, community or professional organizations to develop and deliver engagement programs
  o Maintain strong interactive relationships with industry leaders on a national level
  o Display an ability to bring in grants and other sources of funds to help support innovative instructional and research projects within the candidate’s home department.

• Discovery:
  o Collaborate with university, community or professional organizations to request and receive grants for learning or discovery programs
  o Publish peer reviewed articles regarding best practices in the candidate’s area of expertise