This document describes the promotion process in the Department of Speech, Language, and Hearing Sciences for Clinical Faculty. Clinical faculty members are referred to Purdue University and College of Health and Human Sciences promotion documents.

It is the goal of the Clinical Faculty Promotion Committee to advise every clinical faculty member in the department in a manner that provides the optimal feedback and environment to allow clinical faculty to achieve promotion. This is accomplished, in part, through an annual review of all clinical assistant and associate professors. Both verbal and written comments are provided to advise clinical faculty on their progress and to help them plan their activities for the next year. The Clinical Faculty Promotion Committee recognizes that Teaching/Learning, Service/Engagement and Discovery/Research are all important aspects of clinical and academic life. Expectations for clinical faculty contributions in these areas are outlined below.

Given the heterogeneity of the areas of professional activity by clinical faculty in our department, we will seek evidence of peer recognition of the candidate’s contributions as appropriate for the relevant sub-discipline(s). Outside reviewers will be asked to provide judgments on areas including learning/teaching, service/engagement/leadership, and discovery. It is expected that these reviewers will be experienced senior members of the field, typically holding the rank of full professor. Individuals with close personal or professional relationships with the candidate will not be asked to serve as outside reviewers. Both the candidate and the Clinical Faculty Promotion Committee make recommendations for individuals to serve as outside reviewers. The Head, with input from the committee, will choose the final list with at least half the names coming from the committee’s list.

**Promotion**

Each clinical faculty member will demonstrate excellence in the areas of clinical education, service, engagement, classroom education, or discovery. Some clinical faculty members may also have administrative activities. Clinical faculty will prepare a promotion document outlining their achievements in the areas of Learning/Teaching, Service/Engagement, and Discovery.

**Promotion from Clinical Instructor to Clinical Assistant Professor**

Candidates should acquire sufficient experience and should demonstrate preparedness to engage in activities, teaching, engagement, or research that can be disseminated through presentations and publications.

**Promotion from Clinical Assistant Professor to Clinical Associate Professor**

Candidates should show promise as leaders in their discipline and profession. Clinical activities, teaching, engagement, research, and best practice information are examples of areas that should be disseminated through both presentations and publications and are evidence of the candidate’s expertise and recognition. Promotion is granted based on performance in one or more of the following areas.

I. Learning/Teaching
   a. Clinical/Professional Practice – The candidate has demonstrated excellence in clinical/professional practice.
   b. Clinical/Classroom Education – The candidate has demonstrated excellence in high quality clinical/classroom teaching.
   II.
III. Service/Engagement
   a. Engagement – The candidate is involved in community programs and outreach. Local and statewide activities are expected.
   b. Leadership – The candidate shows promise to be a leader in the profession. Evidence can include participating in state and national professional societies and organizations.

IV. Discovery/Research
   a. Clinical faculty may have opportunities to participate in research. Clinical faculty can lead research programs, or collaborate in, or contribute to others’ research programs by providing complementary expertise.

Promotion from Clinical Associate Professor to Clinical Full Professor

Candidates should be leaders in their discipline and profession. Clinical activities, teaching, engagement, research, and best practice information are examples of areas that should be disseminated through both presentations and publications and are evidence of the candidate’s expertise and recognition. Promotion is granted based on performance in one or more of the following areas.

I. Learning/Teaching
   a. Clinical/Professional Practice – The candidate has a sustained record of excellence in clinical/professional practice.
   b. Clinical/Classroom Education – The candidate has a sustained record of outstanding clinical/classroom teaching.

II. Service/Engagement
   a. Engagement – The candidate is involved in developing community programs and outreach. Local and statewide activities are expected. Other examples may include national and global engagement activities.
   b. Leadership – The candidate should be considered a leader in the profession. Evidence can include leadership roles in state and national professional societies and organizations, or invited presentations at regional, national, or international society meetings.

III. Discovery/Research
   a. Clinical faculty may have opportunities to participate in research. Clinical faculty can lead research programs, or collaborate in, or contribute to others’ research programs by providing complementary expertise.