DEPARTMENT OF SPEECH, LANGUAGE, AND HEARING SCIENCES

CRITERIA FOR PROMOTION TO THE RANKS
OF CLINICAL ASSISTANT PROFESSOR,
CLINICAL ASSOCIATE PROFESSOR, AND CLINICAL PROFESSOR

As approved by Primary Committee vote
on

10 April 2018
This document describes some factors considered in decisions about promotion in the Department of Speech, Language, and Hearing Sciences. The official University policies, procedures, and criteria for promotion are stated in several documents available through links at http://www.purdue.edu/hhs/faculty/promotion_tenure.html and https://www.purdue.edu/provost/faculty/promotionandtenure.html.

Criteria listed below are intended as useful information both for faculty seeking promotion and for members of the Department’s Primary Committee and of the HHS Area Committee who are responsible for evaluating candidates’ credentials. The criteria are not intended as a checklist for promotion. Instead, each of them will be evaluated in the context provided by the full record.

Clinical/Professional Faculty positions provide the University an opportunity to benefit from expertise of professional educators and to provide them with opportunities for career advancement. Clinical/Professional Faculty focus principally on excellence in instruction and engagement. In addition to instructional responsibilities on campus, Clinical/Professional Faculty also may be professionals in a practice site and provide clinical education of students; collaborate and develop professional relationships with industry and governmental agencies; and/or coordinate internships, co-ops, service learning and other student activities outside the classroom.

Clinical/Professional Faculty members may serve on graduate committees and as co-major professors for graduate students with department head approval and special appointment status from the Graduate School. Clinical/Professional Faculty also are eligible to serve as principal investigators on proposals for external funding, if such activity is consistent with the expectations of the appointment.

Clinical/Professional Faculty positions are not eligible for tenure. They are included in the total faculty count when University Senate seats are reapportioned and in counts of full-time faculty from the Office of Institutional Research, Assessment and Effectiveness. Clinical/Professional Faculty members are eligible to serve in the University Senate and on Senate committees, and they may be eligible for leave for purposes of professional development.

Individuals appointed to Clinical/Professional Faculty positions:

- Engage in activities aimed at improving clinical practice, teaching, and/or engagement.
- Possess the appropriate educational background and practice expertise commensurate with the responsibilities of their specific appointment. Such qualifications are determined by each department.
- Possess professional licensure, when appropriate.
- Participate in activities to enhance professional growth, including, but not limited to, participation in conferences and in-service training to enhance knowledge or skill in a particular area of specialty. During the course of appointment, responsibilities may be
To be considered for promotion, a Clinical/Professional Faculty member should contribute to all mission areas appropriate to their position (clinical practice, teaching, and/or engagement), and should meet minimum thresholds in each area. Candidates for promotion to Clinical Associate Professor and Clinical Professor should demonstrate excellence in one area and strength in more than one area. For most candidates, the primary basis for promotion will be consistent with the basis on which the candidates were originally hired, typically in learning and/or engagement/service in most but not all cases. If consultations between the department head and other faculty suggest that a faculty member’s responsibilities at the time of consideration for promotion justify placing primary emphasis on another mission area, that other area could be the primary basis for promotion. In addition, all promotion candidates should provide evidence of their commitment to active and responsive mentorship, to their activity in mentoring, advising, and supporting the academic success of undergraduates and/or graduate students in their promotion documentation.

**Learning/Teaching**

All Clinical/Professional Faculty who are candidates for promotion must present evidence of strength in teaching that effectively promotes student learning. Most Clinical/Professional Faculty in the Department of Speech, Language, and Hearing Sciences have a primary commitment to contribute to the programmatic need for clinical education of graduate students in audiology and/or speech-language pathology.

Successful candidates for promotion are expected to have a strong record of teaching undergraduate and/or graduate students. There may be cases that justify greater involvement with one group of students relative to the other; such cases should be evaluated in terms of the candidate’s contribution to the broader teaching and mentoring mission of the department and university.

Strength in teaching and learning will be evaluated on the basis of performance in contexts beyond classroom settings and/or in classroom settings. Successful candidates for promotion may be expected to make significant contributions to departmental course offerings (clinical and didactic). These contributions may be demonstrated through a range of indicators, including, but not limited to, the number and variety of experiences provided to students; peer or expert evaluations of teaching, when available; student evaluations, interpreted cautiously because of published evidence of bias in such evaluations; contributions in course or curriculum development to address needs or gaps in undergraduate or graduate education; and preparation of instructional materials. In addition, successful candidates can show their commitment to active and responsive mentoring, advising, and support of students by making efforts to increase the relevance of course material to student success in research or professional activities.

Excellence in teaching and learning will be evaluated on these bases, as well as on the basis of demonstrated excellence in teaching and learning. In addition to the indicators described below, rewards, honors, and other forms of recognition for teaching or mentoring can demonstrate a
candidate’s strength in teaching and learning. Excellence in teaching may also be demonstrated through the dissemination of the candidate’s content expertise to the field. This includes publications of articles in professional journals describing advances or best practices in clinical education or presentations on clinical education to other educators.

Indicators of student mentoring and support beyond classroom and clinical settings may include, but are not limited to, leading study abroad and other experiential or service-learning programs; serving as a mentor in campus programs; participating as an advisor to student organizations; supporting students in co-curricular and other activities; or engaging in efforts to improve the retention and success of diverse populations of students. Indicators of effective advising, training, and mentoring of students may include personalized training efforts (e.g., coordinating internships), or leading professional workshops on topics that pertain to success in academic or professional settings.

For promotion to Clinical Associate Professor, candidates should have a significant record of accomplishment as a faculty member, show promise of continued professional growth and recognition, and be developing national prominence in their field. This includes endorsements from external reviewers attesting to the candidate’s national status.

For promotion to Clinical Professor, candidates should have a very high level of professional accomplishment and must be recognized by their peers at the national or international level. This includes endorsements from external reviewers attesting to the candidate’s national status.

**Engagement/Service**

Excellence in engagement may be demonstrated through developing and implementing practices that improve people’s lives, communities, and societies. Indicators of such impact are likely to be derived from contexts beyond academic disciplines.

Given Purdue’s land-grant mission, it is expected that clinical faculty will be professionally active beyond the University campus, for example, by contributing to articles written about their discipline in national newspapers and magazines, giving talks to community or lay audiences, etc. In addition, all faculty are expected to contribute to service activities that sustain campus units and professional organizations.

For Clinical/Professional Faculty, engagement excellence may be demonstrated through highly impactful outreach activities to providers and consumers of clinical services, as well as active involvement in professional associations. Particularly relevant indicators for Clinical/Professional Faculty include, but are not limited to: the creation of new student opportunities within the community; holding office in professional organizations; and offering presentations/workshops for providers, clients, and other stakeholders. As with tenured/tenure-track faculty, engagement excellence is evaluated primarily in terms of the positive impact of such activities on the relevant community or group, which should be documented. For example, the positive impact of workshops offered by a candidate could be documented through letters of support from community stakeholders, repeated invitations to offer workshops, and/or positive ratings from workshop attendees.
With regard to service, the Primary Committee expects clinical faculty to share in the support functions that are necessary to sustain academic units, research institutions, professional organizations, and funding agencies. Service to the department involves such activities as participating in the work of departmental committees and providing support for the department’s undergraduate and graduate programs. Participation in comparable college- and university-level activities is also expected. Service to professional or governmental organizations can involve holding an official position or acting in other ways as a leader in state, national, or international societies.

Candidates for Full Clinical Professor should demonstrate leadership in service to the department, university, and profession. However, because service is not the primary responsibility of any faculty member in this department, it is not expected that promotion will be based primarily on such service activities.

If Clinical/Professional Faculty are considered for promotion based on excellence in engagement, they are expected to demonstrate a record of highly impactful engagement-related activities in which they played a crucial role. These activities might involve a partnership with a specific community or organization outside the university in which there is a mutually-beneficial exchange of knowledge. For example, these faculty might provide evidence of developing and implementing evidence-based programs, interventions, or techniques that positively affect the quality of life of people in a community. Alternatively, they might form partnerships with community, government, or public sector organizations that result in new laws or policies that improved people’s lives, or they have been a leader in organizations that promote substantial changes in professional practice nationally and/or internationally.

The impact of a candidate’s engagement activities should be demonstrated through dissemination at a national level (e.g., national publication and presentations; technical reports written in collaboration with community or other partners; laws, policies, or standards for licensing). Dissemination is understood to be qualitatively different from research reports required of Tenure/Tenure-Track faculty in most cases.

Candidates for promotion to Clinical Associate Professor should be developing national prominence in their field, and candidates for promotion to Clinical Professor should be recognized by their peers at the national or international level. With regard to engagement, national status may be demonstrated through endorsements by external reviewers and through leadership roles in national professional organizations.

**Discovery/Research**

Discovery/Research is not one of the primary activities expected of Clinical/Professional Faculty. However, contributions to research programs are encouraged and may be considered an area of strength.