

Department of Human Development and Family Science
Auburn University
Fall 2021

Criteria for Promotion for Clinical Faculty

I. General Statement

This document describes criteria and procedures for clinical faculty in the HDFS Department. University policies related to clinical faculty are found in the AU Faculty Handbook (<https://sites.auburn.edu/admin/universitypolicies/Policies/AuburnUniversityFacultyHandbookPolicies.pdf>). The criteria are to be developed by individual departments to apply to their unique needs.

II. Overall Criteria

The Auburn Faculty Handbook identifies “four areas of activity are important in the evaluation of individuals for appointment, performance review, and promotion in the clinician title series:

- (1) documented evidence of effective clinical practice;
- (2) national and international professional status and activity as indicated by evaluation statements from external peers;
- (3) ability to initiate and maintain a program of clinical practice supported by contracts, grants, or generated income; and
- (4) collegiality, as discussed for tenure-track faculty in Section 3.6.2 of [the] Faculty Handbook.’

Promotion of clinical faculty in HDFS is based on demonstration of distinction in the primary area of clinical/outreach practice, broadly understood to include outreach as well as more traditional clinical work, acceptable performance in all other assigned areas of activity. *Distinction* is characterized by performance that exceeds the expected, typical performance of a candidate of similar rank and assignment in the candidate's field. *Quality* of performance is judged more important than *quantity* in evaluating contributions.

- A. Not all candidates will begin as Clinical Assistant Professors; some may be hired as Clinical Lecturers. Faculty with considerable teaching responsibilities in a Clinical Lecturer position may be eligible for promotion to Assistant Clinical Professor. A successful candidate is expected to (1) demonstrate a current independent capability of reliable clinical practice supported through contracts, grants, generated income, or other designated funds, (2) have a potential for significant professional growth in the area of their clinical practice, and (3) hold the professional degree including licensure/certification appropriate to the field.
- B. A candidate applying for **promotion from Assistant to Associate Clinical Professor** is expected to have demonstrated distinction in the primary assigned area, and acceptable performance and emerging leadership in other assigned areas consistent with the load allocation that is established each year. The candidate is expected to

demonstrate local and regional recognition for their professional activities.

- C. A candidate applying for **promotion from Associate Clinical Professor to Clinical Professor** is expected to demonstrate a continuing level of productivity that merits distinction in the primary assignment, as well as a high level of accomplishment and leadership in the other assigned areas. The candidate is expected to demonstrate national and/or international recognition for their professional activities.

III. Outreach and Service

Distinction in outreach and service must include evidence of accomplishment gathered from multiple sources. Distinction in outreach and service shall be based in part on the written opinions of external reviewers who themselves are recognized as having made outstanding accomplishments in outreach and service in the candidate's area of specialization.

Distinction in outreach and service must include evidence of scholarship. Depending on the nature of the candidate's outreach and service assignments, sources of evidence to demonstrate *distinction* may include but are not limited to:

1. Applied scholarship including program evaluation reports, technical reports, monographs, accreditation reports.
2. Other examples of applied scholarship such as presentations/publications/websites about service, clinical activities or programs.
3. Supervisor or peer evaluations or other evaluative evidence indicating substantial service with above average performance.
4. Evidence of continued professional development and improvement in service/administrative performance (e.g., attendance/participation at state, regional, national or international workshops, seminars, symposia, etc.).
5. Nomination or receipt of regional or national awards for service.
6. Clinical service and/or supervision of students and staff at affiliate sites.
7. Evidence of service or consultation to school, college or university committees; community-based organizations, and the profession.
8. Leadership roles in shaping professional policy at the local, state, and/or national level.
9. Leadership roles in professional organizations as evidenced by election or appointment to offices or committees.
10. Demonstrated service in an editorial capacity for the profession (e.g., journals, textbooks).
11. Contributions to program development that leads to national or regional program accreditation.
12. Creating and/or renewing contracts associated with affiliate clinical or outreach sites.
13. Developing and implementing projects that meet the outreach mission of the department, College and University
14. Documented leadership roles (e.g., PI, Co-PI, Co-I, Director, Coordinator, Co-Author, Project Manager) on outreach and service grants.
15. Effective administration of grants, programs, and activities in part indicated by attainment and/or renewal of funding.

Outreach and Service - Examples of Promotion Criteria by Rank

Associate Clinical Professor

- A. Provides clinical/outreach expertise at the local and state levels.
- B. Develops opportunities for clinical/outreach service with industry, agencies and community levels.
- C. Provides active service on departmental, college, and university committees.
- D. Provides service or consultation within their area of expertise at the state and regional level.
- E. Provides consultation in the area of expertise at the local and state levels, with an emerging national reputation or program.

Clinical Professor

- A. Maintains reputation for excellence in clinical practice/outreach at the national level.
- B. Plans and implements service programs at the state, regional, and national levels.
- C. Provides active service leadership in the departmental, college, and university

IV. Major Sources of Evidence for Teaching and Supervision

Note that Clinical faculty must meet department and Graduate School eligibility requirements for admission to the Graduate Faculty.

Distinction in teaching and supervision must include evidence of accomplishment gathered from multiple sources. Distinction shall be based in part on the written opinions of external reviewers who themselves are recognized as outstanding teachers and supervisors in the candidate's area of specialization. Depending on the candidate's teaching assignment, possible sources of evidence to demonstrate distinction in teaching may include, but are not limited to:

1. Evidence of self-reflection, study, and development/improvement of teaching and supervision performance.
2. Publications related to teaching, supervision and professional practice.
3. Grant funding for research or training related to teaching and supervision.
4. Student evaluations showing satisfactory performance in classroom teaching, individual and group supervision
5. Peer evaluations of teaching and supervision indicating average or better ratings based on direct observations.
6. Nomination or receipt of regional or national awards for teaching, supervision, and/or advising.
7. Evidence of innovative development of new courses, instructional materials, technological innovations, and syllabi.
8. Evidence of providing professional development for practicing professionals.
9. Service on committees related to teaching and supervision.
10. Evidence of professional mentoring of students and/or colleagues.
11. Evidence of leadership roles at the state, district or national level related to discipline-specific teaching and supervision.
12. Student's pass rate on national certification or licensing examinations.
13. Student recognition at regional or national meetings.

14. Documented leadership roles (e.g., PI, Co-PI, Co-I, Director, Coordinator, Co-Author, Project Manager) on grants related to teaching and supervision.

Teaching and Supervision - Examples of Promotion Criteria by Rank

Associate Clinical Professor

- A. Demonstrates collaborative work with colleagues in course and curricular design, implementation, and evaluation.
- B. Utilizes best practices in clinical teaching and supervision, and evaluates outcomes.
- C. Demonstrates innovative classroom and clinical teaching skills and ways of evaluating outcomes.
- D. Contributes to ongoing curriculum development and revision, while consistently incorporating best practices.
- E. Promotes unique clinical learning experiences to provide optimal clinical learning, and evaluates those experiences.

Clinical Professor

- A. Leads in course and program design, implementation and evaluation.
- B. Demonstrates excellence in classroom and clinical teaching and supervision
- C. Recognized at the national level as role model for classroom and clinical teaching and supervision.
- D. Leads ongoing curriculum development and revision, while consistently incorporating best practices.
- E. Creates allied agency collaborations in clinical or outreach learning.

V. Research

Distinction in research must include evidence of accomplishment gathered from multiple sources. Distinction in research shall be based in part on the written opinions of external reviewers who themselves are recognized as outstanding researchers in the candidate's area of specialization. Depending on the nature of the candidate's research assignment, sources of evidence to demonstrate *distinction* in research may include, but are not limited to:

1. Development of an independent line of research and/or progress toward the establishment of a regional or national reputation based on research contributions in one's field.
2. Publications appropriate to the candidate's field, such as articles in peer-reviewed periodicals, books, monographs, chapters, and reviews.
3. Leadership roles in appropriate research-oriented professional associations.
4. Established regional/national/international reputation based on research and/or expertise.
5. Nomination or receipt of regional or national awards for research.
6. Student advisee receipt of regional or national award for research.
7. Research lectures, speeches, workshops, or papers presented at state, regional, national, or international meetings.
8. Documented leadership roles (e.g., PI, Co-PI, Co-I, Director, Coordinator, Co-Author, Project Manager) on research grants.

Research - Examples of Promotion Criteria by Rank

Associate Clinical Professor

- A. Collaborates in promoting, planning, and implementing evidence-based scholarly/creative activities.
- B. Contributes independently or collaboratively to publishing scholarly research in quality journals.
- C. Contributes independently or collaboratively at the state, regional, and national levels.
- D. Collaboratively develops grants related to clinical area of expertise.

Clinical Professor

- A. Leads an ongoing program of evidence-based scholarly research.
- B. Demonstrates a consistent record of leadership on collaborative publications.
- C. Demonstrates a consistent record of leadership in collaborative presentations at national and international level.
- D. Provides leadership and mentoring in grant writing, implementation, and evaluation related to clinical areas of expertise.

General

The Auburn University Faculty Handbook defines collegiality in terms of whether a member's contributions are in line with the mission and goals of the department and whether the member demonstrates a willingness to participate in the shared academic and administrative tasks of the unit. Collegiality is one of the two primary appraisal factors in tenure decisions and is judged at the departmental level by tenured departmental faculty. Within HDFS, collegiality is understood to include active participation in shared governance of the unit and professional interaction with faculty, staff, and students. Examples include, but are not limited to: regular and constructive participation in faculty meetings, contribution of time and effort to departmental initiatives and events, participation in activities related to peer review and faculty recruitment, and professional interaction with external constituencies.

VI. Procedures for Promotion of Clinical Faculty

Promotion procedures for full-time clinical faculty parallel those of tenure-track faculty. Consistent with University Policy on Academic Ranks and Promotion (AU Faculty Handbook Chapter 3.3.4), promotion to Associate Clinical Professor requires that a candidate has served four complete years (12 mo.) in full time appointment at the rank of Assistant Clinical Professor or in an appointment with comparable responsibilities. A candidate who is especially meritorious may be recommended for early promotion by the department head with majority support of the faculty who hold rank above the candidate. All Associate Professors, Associate Clinical Professors, Professors, and Clinical Professors are eligible to vote. Promotion to the rank of Clinical Professor requires that the candidate has served four complete years (12 mo.) at the rank of Associate Clinical Professor. Only in exceptional and well-documented cases will candidates be considered for early promotion with the recommendation of the department head and a majority vote of Professors and Clinical Professors in the department.

Candidates wishing to be considered for promotion should communicate that to the department head well in advance (at the annual review prior to Fall semester in which you

wish to be considered) to allow time for external letters to be solicited and faculty to review the submitted dossier.