

Guidelines for Evaluating Clinical Professors for Promotion at the Area Committee College of Liberal Arts

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Drafted by the CLA Faculty Affairs Committee (Spring 2022):

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The College of Liberal Arts (CLA) Area Committee is charged with evaluating clinical faculty for promotion at the College level. To better understand each candidate and provide a fair evaluation, the College has developed guidelines for discussion based on the [Clinical / Professional Faculty Appointment and Promotion \(VI.F.10\)](#).

Clinical/Professional Faculty is a promotable, but non-tenure track, faculty classification. In the CLA, these faculty may also be designated by the titles Teaching Professor or Professor of Practice.

These individuals provide education and/or supervision of students. Their activities include teaching and learning in its many forms, engagement in its many forms, including extension and outreach, and scholarship related to all of these. All Clinical/Professional Faculty must have a primary commitment to assist the unit in meeting its programmatic needs for clinical

services, instruction, engagement and/or the professional development of students. It is incumbent upon each department to make their expectations and the criteria for promotion clear to Clinical/Professional faculty at the time of hiring. Clinical/Professional Faculty members are not subject to the probationary periods applicable to tenure-track faculty. They may be considered for promotion when their department's primary committee members who are at a rank at least one level higher than that of the said clinical/professional faculty member and the department head believe they evince the record to be promoted. This process frequently occurs on a timeline similar to that for tenure-track faculty members.

Underlying the CLA guidelines is the expectation, established by Purdue University, that to be considered for promotion, a clinical faculty member should have documented excellence in clinical instruction or professional practice that includes active and responsive mentorship, as well as demonstrate excellence in teaching, and scholarly productivity in one of those areas. In addition, the candidate is expected to have accomplishments with recognition in their field at state, regional, national, or international levels as appropriate. Successful candidates for promotion must exhibit expertise in clinical/professional practice and be qualified to participate in the education and/or engagement program of the department.

All clinical faculty are expected to focus on learning and engagement. Within the varied disciplines in CLA, it is recognized that the relative weight of teaching versus service and engagement will vary based on the needs of the department; in general, it is expected that a candidate will demonstrate excellence in one of these categories, and recognizable accomplishments in the other. In some cases, it will be appropriate for some assessment of clinical faculty to come from professional or community sources, rather than from traditional academics alone.

The following commentary and guidelines are intended to address concerns specific to CLA in promoting clinical/professional faculty. This document is intended to complement, not supersede, the standards for promotion of individual schools and departments.

Assessing teaching and learning

The successful candidate for promotion to **Clinical Associate Professor** must demonstrate success in meeting their unit's programmatic needs. In most cases, and as determined by the unit or department, these needs will prioritize excellence in teaching and mentoring. In some cases, there may be considerable overlap between the candidate's evidence of excellence in teaching and professional accomplishments in industry or other non-academic fields.

While a candidate's overall career trajectory, including impact and record of teaching activities and scholarship of teaching and/or engagement prior to Purdue, may be considered, it is essential that the candidate show evidence of a strong and meaningful undergraduate and/or graduate teaching and mentoring record at Purdue.

Candidates will be evaluated based on the degree to which their teaching and mentorship has resulted in recognition or distinction in the respective industries, discipline(s), and within the Purdue community.

In judging the value of a candidate's case for promotion, the Area Committee assesses the faculty member's portfolio, but also requests evaluations by persons able to make them authoritatively, taking external reviewer letters from the candidate's field(s) as essential. Such letters may include professional or industry contacts. Additional sources of evaluation include the results of the deliberations of department primary committees and comments provided by department faculty (on ballot forms).

Excellence in undergraduate and/or graduate teaching and mentoring may be demonstrated with evidence of achievement in areas such as classroom efficacy, curricular development, and experiential learning program across a range of modalities as needed by their unit, which may include online, hybrid, and/or study abroad courses; teaching that involves practical or pre-professional training; student advising; the creation of and/or administration of student programs and extra-curricular learning opportunities; engagement with or mentoring in service learning; publishing textbooks or other curricular materials; publishing scholarship of teaching and learning (SOTL); mentoring students in research or creative endeavors; participating in conference or other presentations on teaching and mentoring within and outside Purdue University; engaging in service or peer review work related to teaching; and applying for and receiving grants to fund teaching activities broadly construed. Interdisciplinary and collaborative works are valid and encouraged forms of scholarly activity.

Mentoring activities could, in addition, include transformative activities for undergraduate students that require a significant investment of time, including recommendations for career development and placement counseling, job search workshops, scholarships and grants through Purdue's National and International Scholarships Office (NISO), and summer research programs; and/or the mentoring of

undergraduate students through disciplinary organizations and/or societies to increase Purdue students' visibility at regional and national levels.

The successful candidate for promotion to **Clinical Full Professor** will show major professional accomplishment in meeting their unit's programmatic needs. This may be demonstrated in part through high levels of teaching and mentoring excellence. They will present evidence of recognition by peers at the national or international level, which may include teaching awards or pedagogical honors from professional and academic organizations.

Evidence submitted might include anything listed under the promotion to Clinical Associate rubric, as well as the creation of interdisciplinary and/or industry and professional relationships to the benefit of the unit's learning priorities, evidence of robust professional networks that assist undergraduate and/or graduate students in building professional experience, and advising the department, college, or university in pedagogical or mentoring matters.

Assessing engagement

While clinical appointments usually prioritize teaching and mentoring, the successful candidate for promotion to **Clinical Associate or Clinical Full Professor** will typically also demonstrate excellence in administration, service, or outreach/engagement. In most cases, and as determined by the unit or department, these needs will prioritize excellence in teaching and mentoring; some Clinical and Professional Faculty may have substantial administrative duties as well. In some cases, there may be considerable overlap between the candidate's evidence of excellence in teaching and professional accomplishments in industry or other non-academic fields.

To show excellence in administration, service, and/or engagement, clinical faculty members may undertake service activities that support, enhance, or extend the work of the department, college, or university. Such service might include participation in academic and/or residential programming, as well as college- or university-level committee work and/or governance. In addition, clinical faculty members may connect with the residential, university, and communities at national and international level as an extension of their campus engagement and teaching.

They may distinguish themselves in ways that include, but are not limited to, developing and directing a programmatic area in service to their unit; serving on or leading college, university, and/or community committees and programs; demonstrating leadership in professional

societies/organization; advising student organizations and groups engaging in public service or service-learning activities connected to professional role; collaborating with university, community or professional organizations to develop and deliver engagement and/or learning programs; receiving honors or awards for public-service activities connected to professional role; publishing materials related to public service, including books, chapters, and articles; publishing op-eds, policy briefs, documentaries, and/or other outputs that are disseminated beyond the university; developing assessment processes for public service or service-learning programs; and/or securing grants and contracts to finance development and delivery of service innovations. Service might also take such forms as performing editorial work in the area of expertise, grant reviews, guidebook or encyclopedic publications, being awarded patents or trademarks, developing new technologies or creative works, working on permanent collections, giving invited presentations, participating in juried competitions, or curating exhibits. Interdisciplinary and collaborative works are valid and encouraged forms of scholarly activity of engagement.