

Department of Speech, Language and Hearing Sciences

Guidelines for Promotion for Career Faculty: Clinical

CLINICAL ASSISTANT PROFESSOR

- **Teaching:** Provides instruction in the application of basic and applied knowledge to the diagnosis and management of communication disorders. Works with the tenure-track faculty to provide a bridge between classroom instruction and training in clinical practicum settings. Clearly and effectively and responds to questions with appropriate explanations and information in both group and individual settings. Teaching receives positive student and peer assessments. Potential for becoming an excellent instructor appears to be high. Knowledge and expertise meet department's instructional needs.
- **Research/Scholarship:** Translates research findings and other curricular information into practice so that a scholarly approach is evident in clinical education. Supports the overall research mission of the department.
- **Service/Outreach:** Supports the basic functions of the department by service on departmental committees.

CLINICAL ASSOCIATE PROFESSOR

Promotion is based on a history of excellent performance in teaching, and contributions in research/scholarship and service, with the potential for continued excellence. Individuals at this rank are expected to have achieved local and state recognition in their area of clinical expertise. National recognition may be achieved but is not required at this rank because the primary focus should be directed toward clinical excellence and program development at the local level.

- **Teaching:** Contributions to the instructional mission of the department include those required at the rank of Assistant Clinical Faculty. In addition, Associate Clinical Faculty develop innovative and effective instructional methods for teaching in the clinical setting and make direct contributions to classroom instruction (e.g., guest lectures, laboratory instruction, partial or full responsibility for a course). Teaching in both the classroom and clinical setting is characterized by effective coverage of current information in ways that foster critical thinking and motivates independent learning as well as the translation of research into practice. Teaching receives positive student and peer assessments.
- **Research/Scholarship:** In addition to activities required at the Assistant rank, faculty at this rank are expected to have demonstrated leadership and local reputation in one or more focused areas of clinical expertise. This includes the development or support of specialty clinics that are exemplary in the translation of research to clinical practice. Significant contributions are evident in one or more of the following areas:
 - Departmental and external scholarly presentations.
 - Support of the departmental research mission by serving in a supportive, advisory, or leadership role on student clinical research projects.
 - Peer-reviewed or invited presentations at state or national professional meetings.

- Contributions to the literature in professional publications and/or peer-reviewed literature.
- Service/Outreach: Supports the basic functions of the department by service on departmental or university committees. Represents the department to the external community through outreach activities, service on state committees, or community service related to the profession. Brings distinction to the department through service activities.

CLINICAL PROFESSOR

Promotion is based on sustained excellence in teaching and significant contributions in research/scholarship and service. Individuals at this rank are expected to have achieved national recognition through peer organizations and will bring distinction to the department.

- Teaching: Contributions to the instructional mission of the department include those required at the rank of Associate Clinical Faculty. In addition, Full Clinical Faculty play a leadership role over time in refining and enhancing the department's overall classroom and clinical curriculum in the programs that train future clinicians. Teaching receives positive student and peer assessments.
- Research/Scholarship: In addition to activities required at the Associate rank, faculty at this rank are expected to demonstrate recognized leadership in one or more focused area(s) of clinical expertise that is reflected by exceptional local reputation, and national reputation demonstrated by peer-reviewed or invited presentations at professional meetings. In addition, significant contributions are evident in two or more of the following areas:
 - Successfully pursues and sustains a portfolio of gifts, grants, or contracts that support clinical programs.
 - Supports the departmental research mission by facilitating student research opportunities and serving in an advisory or leadership role on student clinical research projects.
 - Contributes regularly to the professional literature in professional publications and/or peer-reviewed literature.
 - Development, implementation, and dissemination of innovative clinical models.
- Service/Outreach: Supports the basic functions of the department by service on departmental or university committees. Represents the department in a highly effective manner to the University and external community through outreach activities, service on state or national committees, and community service related to the profession. Brings distinction to the department through service activities.

Workload Distribution for Clinical Faculty

Workload Distribution must be stated in Section 2 of Promotion Packet (completed by the Department Head). In general, clinical faculty workload is roughly 80% teaching and 20% distributed over service and research/scholarship/leadership. Workload distribution is assigned/negotiated with the Department Head prior to each academic year.

Summary of Typical Clinical **Assistant Professor** Workload

- Requirements to meet departmental expectations for **TEACHING**:
80% FTE is allocated to teaching primarily in the clinical setting, but also includes some contribution to classroom instruction (e.g., guest lectures, laboratory instruction, partial or full responsibility for a course).
- Requirements to meet departmental expectations for **RESEARCH/SCHOLARSHIP**:
Up to 10% time is allocated that is specific to research/research support.
- Requirements to meet departmental expectations for **SERVICE**:
Up to 20% time. Expectation includes service on departmental committees as assigned, along with other service to department university committees or programs.

Summary of Typical Clinical **Associate Professor** Workload

- Requirements to meet departmental expectations for **TEACHING**:
Up to 80% FTE is allocated to teaching primarily in the clinical setting, but also includes some contribution to classroom instruction (e.g., guest lectures, laboratory instruction, partial or full responsibility for a course).
- Requirements to meet departmental expectations for **RESEARCH/SCHOLARSHIP**:
Up to 20% time is allocated that is specific to research/research support OR to programmatic development of clinical programs.
- Requirements to meet departmental expectations for **SERVICE**:
Up to 20% time to serve on departmental committees as assigned, along with other service to university, state, or national committees or programs.

Summary of Typical Clinical **Full Professor** Workload

- Requirements to meet departmental expectations for **TEACHING**:
Up to 80% FTE is allocated to teaching primarily in the clinical setting, but also includes some contribution to classroom instruction (e.g., guest lectures, laboratory instruction, partial or full responsibility for a course).
- Requirements to meet departmental expectations for **RESEARCH/SCHOLARSHIP**:
Up to 20% time is allocated that is specific to research/research support OR to programmatic development of clinical programs.
- Requirements to meet departmental expectations for **SERVICE**:
Up to 20% time to serve on departmental committees as assigned, along with other service to university, state, or national committees or programs.

Guide to Peer Review of Teaching and Teaching Portfolio

1. Assessment of Teaching Portfolio
2. Assessment of full TCE reports that include comparison to other faculty
3. Summary of reports on classroom visit or other observations
4. Review of contributions to departmental and university teaching
5. Review of success of candidate's students or other evidence of effectiveness of instruction
6. Summary of students' individual comments