

MISSOURI STATE UNIVERSITY

PERIODIC REVIEW OF REAPPOINTMENT (OR RENEWAL OF CONTRACT),  
TENURE, PROMOTION GUIDELINES

DEPARTMENT: Communication Sciences and Disorders

COLLEGE: Health and Human Services

SEMESTER/YEAR OF CURRENT REVIEW: Fall 2018

SEMESTER/YEAR OF NEXT REQUIRED REVIEW: Summer 2021

DEPARTMENT ADOPTION SIGNATURES:

W. Kaf 6-26-18  
Department Personnel Committee Chair Date

Jettie White 6-26-18  
Department Head Date

APPROVAL SIGNATURES:

Helen Reid 6-27-18  
Dean Date

Chris Craig 7-17-18  
Provost Date

THIS PLAN IS IN EFFECT FROM FALL 2018, THROUGH SUMMER 2021.

# Tenure, and Promotion Plan for Communication Sciences and Disorders (revised october, 2016)

## **CSD Faculty Mission**

Consistent with the university mission, Communication Sciences and Disorders (CSD) faculty educate students at or above state and national criteria of their respective professions (audiology, education of the deaf and hard of hearing, speech-language pathology). In addition, CSD faculty engages in scholarship; including research, publications, presentations, clinical education, and the pursuit of intramural and extramural funding. Also consistent with the university's Public Affairs Mission, the faculty routinely interacts with the community through clinical services, presentations to professionals and parents, and externships. Continuing interaction between CSD and the community is evidence of our commitment to the missions of the CSD department and CHHS and the university's Public Affairs mission.

## **Policies and Procedures**

The CSD Reappointment, Tenure, and Promotion (RTP) Committee will conduct a thorough review of the Reappointment, Renewal of Contract, Promotion & Tenure Plan at least every three years (FH 3.3.3). The plan will then be submitted to the CSD Department Head, the CHHS Dean and the MSU Provost for approval, which will be documented in writing.

## **Guidelines for Academic Faculty Tenure and Promotion**

### Philosophy Regarding Tenure Process

The tenured CSD faculty believe that the tenure process should be viewed as the joint responsibility of both non-tenured and tenured faculty of the Department. It is the responsibility of the non-tenured faculty to meet the criteria outlined in this plan and to consistently interact with his/her mentor. It is the responsibility of the tenured faculty to outline and explain expectations regarding teaching, scholarship, and service for the non-tenured faculty. These expectations should be fair and reasonable, and they should reflect both the workload assigned to the non-tenured faculty member and the level of performance sustained by the tenured faculty. It is expected that faculty desiring tenure and/or promotion should achieve all of the minimal criteria in teaching, scholarship, and service and some of the encouraged criteria. These criteria are outlined in the Appendix A below. The Missouri State University (MSU) philosophy regarding Faculty Performance Evaluation Process is included in section 4.6. of the *Faculty Handbook*.

### Guidelines

CSD faculty performance evaluations for reappointment, tenure, and promotion, conducted by the CSD RTP Committee, are recognized as an integral part of the complete faculty performance evaluation process of MSU. The CSD RTP Plan relies on the terminology and requirements regarding rank, appointment, tenure, and promotion of ranked faculty listed in Section 3 of the *Faculty Handbook*. The guidelines for the entire evaluation process can be found in Section 4 of the *Faculty Handbook*.

### Annual Review – Departmental Committee

The CSD RTP Committee will conduct annual reviews of non-tenured faculty as well as tenure and promotion reviews. The Provost's Office provides faculty members with timelines regarding reappointment, tenure and promotion, and faculty undergoing evaluation should ensure that they are thoroughly familiar with this timeline each year. The CSD RTP Committee will provide guidance related to preparation of reappointment, tenure, and promotion materials. The committee will review materials submitted by each faculty member and make appropriate recommendations and feedback regarding reappointment, tenure and promotion. Feedback should specify whether the faculty member's progress toward tenure and/or promotion is satisfactory, questionable, or unsatisfactory (FH 4.6.1). Subsequent to the review, this information will be provided to faculty member in writing, and the CSD RTP committee or selected representatives of the committee will meet with individual faculty members to discuss the review.

### Annual Review-Department Head

Following review by the departmental committee, non-tenured faculty are evaluated by the Department Head, who also shall specify whether the faculty member's progress toward tenure and/or promotion is satisfactory, questionable, or unsatisfactory (FH 4.6.1). The results of this meeting will be summarized in writing and placed in the departmental personnel file, with copies provided to the faculty member and to the departmental personnel committee as required for its promotion or tenure recommendations. These summaries will form a basis for subsequent reviews, for reviews regarding progress toward promotion or tenure, and for recommendations concerning promotion, tenure, and annual appointment.

All tenured faculty members are reviewed annually by the Department Head. This review will include a discussion of (1) the results of prior performance and (2) objectives for forthcoming performance. Where progressive performance expectations are pertinent, these will be specifically addressed.

### Process for Annual Tenure/Promotion Review

For yearly reviews, tenure-track faculty shall submit a portfolio containing a personal summary statement, current vita, applicant accomplishments relative to the CSD departmental criteria matrices (Appendix A), and yearly performance reviews. Additional documentation for performance in the areas of teaching, research, and service is described in Appendix B.

For final reviews regarding the awarding of tenure and/or promotion, faculty shall develop a binder that includes an application form, personal summary statement, current vita, applicant accomplishments relative to the CSD departmental criteria matrices (Appendix A), yearly performance reviews, letters from external reviewers, and guidelines at time of hire. The additional documentation outlined in Appendix B, as well as other supporting materials, are included in a second separate binder.

Faculty applying for tenure will be evaluated according to their performance in accumulated assignments since employment at MSU. They will be evaluated according to the guidelines in place at the time of hire; however, if there are more recent guidelines available, the faculty member has the option of using those. Faculty applying for promotion will be evaluated according to performance in present rank, typically at MSU. They will be evaluated based on guidelines that have been in place for no longer than the durations specified in the Faculty Handbook Section 3. Each faculty member making application is responsible for assembling evidentiary documentation, for making the case in support of the application, and for submitting materials according to established deadlines. Recommendations at each level will be based upon data supplied by the candidate, as well as departmental materials, including feedback from external reviewers.

### Process of Recommendations on Tenure or Promotion

At each stage of evaluation (i.e., the CSD RTP committee, Department Head, Dean) the candidate will be given a copy of the recommendation and the written rationale for the recommendation. At each subsequent stage, a copy of the recommendation and a rationale also will be furnished to the departmental committee for its information and records. The candidate may choose to withdraw the application from consideration at any stage of the process.

With regard to promotion from assistant to associate professor, the evaluation committee will be composed of all tenured associate and full professors of the department. The role of the RTP committee is to evaluate faculty progress toward tenure and/or promotion according to the criteria outlined below in Appendix A. With regard to promotion from associate to full professor, only full professors will evaluate those faculty members applying for promotion from associate to full professor. Confidentiality of information (whether verbal or written) is observed by all members of the RTP committee.

### Mentoring

At the beginning of a non-tenured faculty member's appointment, the committee of tenured CSD faculty will assign a tenured faculty member who will serve as mentor. The mentor is expected to be a facilitator for the mentee rather than an advocate. Non-tenured faculty members are expected to be self-directed in developing and meeting goals in teaching, scholarship, and service. The criteria for each of these areas are provided in Appendix A. The mentor's responsibility is to help develop clear expectations, communicate these to the mentee, and facilitate, in as much as possible, the mentee's achievement of these goals. The mentor is not, however, responsible for ensuring the mentee's success and supporting the

granting of tenure and promotion. Should either the non-tenured or tenured faculty member believe that the mentoring assignment is not compatible, a change may be requested. No more than one change in mentor should occur during the tenure process.

The mentor and mentee will meet during the first semester of appointment and outline a specific set of objectives that, if followed, should result in the awarding of tenure and promotion by the end of the probationary period. These objectives should reflect clearly the expectations of the tenured CSD faculty, Department, College, and University. They should be more than simply the minimal and should serve as the criteria to which the non-tenured faculty member can compare his/her performance to determine whether sufficient progress toward tenure is being made. The plan should be reviewed and approved by the CSD Personnel Committee and the Department Head. The plan should allow the non-tenured faculty member to feel confident that if the criteria are met, tenure and/or promotion would be awarded unless University-wide conditions prohibit such actions (e.g., fiscal constraints). The plan should reflect cumulative performance across the probationary period. This is somewhat different from merit evaluations, which are typically based on the accomplishments that occur within a one-year time period. The tenure probationary period is longer, given that non-tenured faculty members often need a year or two for their teaching and scholarship efforts to materialize. Similarly, the probationary period is set up to ensure that high performance will be maintained over a sustained period of time rather than for only one or two years. The mentor and mentee are expected to meet periodically during the probationary period of the mentee.

### Special Considerations

An individual may be involved with one area (teaching, scholarship or service) to such an extent that it could decrease contributions in the other areas. In this event, tenure and/or promotion consideration may take into account the special circumstances of that individual. Likewise, credit for work performed prior to an individual's arrival at MSU will be reviewed on a case-by-case basis. Such credit will be determined by prorating prior performance by the criteria appropriate to CSD. Evidence to support work in progress also will be reviewed on a case-by-case basis. Consideration of applications for tenure earlier than the typical probationary period will also be considered on a case-by-case basis for individuals who provide documentation of exceptional performance in the areas of scholarship, teaching, and service. See appendix A for specific requirements.

### Governance

The CSD RTP plan will be implemented upon approval by the faculty of CSD, the Department Head, the College Dean, and the Provost. This approval will ensure that the plan adequately addresses the needs for each academic unit and represents the expectations of each administrative level involved. The RTP plan and any subsequent revisions will govern reappointment, tenure and promotion for everyone currently on faculty as well as persons hired in the future.

**APPENDIX A****Requirements for Tenure and Promotion Communication Sciences and Disorders****TEACHING**

Minimal Criteria for those with majority of responsibility being Academic

CRITERIA	TENURE**	ASSISTANT TO ASSOCIATE	ASSOCIATE TO FULL
Documentation of student progress toward course knowledge and skills (e.g. undergraduate assessment, graduate student competencies).	Required	Required	Required
Student evaluations of 2.5 (1 to 5 scales with one being the best) or better; respond to student feedback as written on the evaluations	Required	Required	Required
Peer review of teaching (didactic presentation) to document a positive learning environment	Required – A total of 3 across the probationary period	Required – A total of three required.	Required -3 additional since promotion to Associate Professor.
Peer review of course syllabi to document sufficient depth & breadth of content	Required – A total of 3 across the probationary period.	Required -A total of three required.	Required -3 additional since promotion to Associate Professor.
Evidence of within and interdisciplinary collaboration in teaching (e.g. guest lectures)	Encouraged	Encouraged	Encouraged
Evidence of accessibility via multiple avenues for student consultation	Required	Required	Required
Fulfillment of student advisement responsibilities (if assigned)	Required	Required	Required
Evidence of experiential learning	Encouraged	Encouraged	Encouraged
Evidence of promoting university Public Affairs	Required	Required	Required
Evidence of use of technology to enhance student learning	Encouraged	Encouraged	Encouraged
Evidence of teaching that integrates academic and clinical knowledge	Encouraged	Encouraged	Encouraged

\*\* Exceptional Teaching would consist of completion of all required teaching criteria, teaching evaluations that exceed the department average, and exemplary participation in a minimum of three encouraged activities.

**SCHOLARSHIP**

CRITERIA	TENURE	ASSISTANT TO ASSOCIATE	ASSOCIATE TO FULL
Scholarly works* which may include peer-reviewed publications and presentations as well as books/book chapters and invited publications:	Total of 10 **	Total of 10	Total of 10 Additional
Peer-reviewed articles	Required: minimum of 3, on 2 of which individual must be first author ***	Required: minimum of 3, on 2 of which individual must be first author ***	Required: minimum of 3 additional (since previous promotion), on 2 of which individual must be first author ***
Book Chapters and Invited Presentations and Publications	Encouraged	Encouraged	Encouraged
Peer-reviewed presentations	Encouraged	Encouraged	Encouraged
Expand and transmit knowledge in area(s) of expertise <sup>1</sup>	Required	Required	Required: culmination of sustained work over period of time
Impact on the field	Encouraged	Encouraged	Required
Grants	Required: submit 1 grant for internal or external funding	Required: submit 1 grant for internal or external funding	Required: submit external funding from at least 1 grant proposal
Involvement of students in the research process	Required	Required	Required

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\* Research may be in either a specific area of speech, language, and/or hearing or related to the scholarship of teaching in CSD.

\*\* Exceptional scholarship would consist of completed scholarly works significantly in excess of minimal requirements (15 scholarly works that include a minimum of 6 peer-reviewed publications (4 first author), research that expands knowledge in area of expertise, and considerable external funding (minimum of \$15,000).

\*\*\* In the event that the faculty member is a second author on publication in which a student research advisee is first author, exception of first author requirements will be considered on a case-by-case basis.

**SERVICE**  
**Minimal Criteria**

CRITERIA	TENURE**	ASSISTANT TO ASSOCIATE	ASSOCIATE TO FULL
Department/College/University	Required: work on 2 Department, College and/or University committees per academic year or equivalent (e.g., routine participation in recruitment activities).	Required: work on 2, Department, College, and/or University committees per academic year or equivalent (e.g., routine participation in recruitment activities)	Required: work on 3 committees per academic year; or equivalent service e.g. mentoring 3 required (at least 1 additional since last promotion) with at least one university/college level committee for one term (i.e., two years)
State/National/International Professional Service	Encouraged: committees, editorial work or equivalent	Encouraged: committees, editorial work or equivalent	Required: committees, editorial work, chairing sessions or equivalent
Service to local, state, national, or international communities that promote Missouri State University's Public Affairs Mission	Encouraged: Participation in local, state, national, and international service activities and organizations	Encouraged: Participation in local, state, national, and international service activities and organizations	Required: Participation in local, state, national, and/or international service activities and organizations

\*\*Exceptional performance for consideration of early tenure would consist of service commensurate with the requirements for promotion from associate professor to full professor.

**APPENDIX B****Format for Yearly Portfolio Materials to be Submitted by Probationary Faculty Members**Teaching:

- Complete the following table:

<u>Course Taught</u>	<u>Semester</u>	<u>Number of times previously taught</u>	<u>Number of students</u>	<u>Average student evaluation score</u>

- Summarize student comments on course evaluations and indicate whether/how they were addressed.

Scholarship

- **Publications**  
List the complete reference for each publication (i.e. author(s), title, journal/book, volume, pages, and date).
- **Presentations**  
List the complete reference for each presentation (i.e., author(s), date, title, session, type, organization and location). If available, provide supporting documentation (e.g., program abstract, flyer). We suggest listing both poster sessions and technical papers as "scientific presentations", since faculty or administrators from other disciplines may not be familiar with poster or technical formats.
- **Grant Activity**  
For each proposal submitted, indicate the project title, co-investigators (if any), funding source, amount requested, and whether project was approved and/or funded. If funded, indicate the amount awarded.
- **Research in Progress**  
Briefly describe each project currently in progress. Include status (planning stage, data collection, data analysis, manuscript preparation, etc.) of each project.

Service

Describe your service activities (e.g., committee involvement, professional association duties, editorial work, and community engagement).

- Department
- College
- University
- Community
- State/Regional
- National/International



## Guidelines for Clinical Faculty Appointment, Renewal of Contract (Reappointment) and Promotion

### 3.6.11 Clinical Faculty

Clinical Faculty are members of the faculty whose primary responsibilities are clinical education and service. Clinical Faculty may participate in research and other scholarly or creative activities. Clinical Faculty must be qualified as defined by professional/discipline standards, have practical experience appropriate for the responsibilities assigned and must maintain appropriate professional credentials. Appointment is to the rank of Clinical Instructor, Clinical Assistant Professor, Clinical Associate Professor, or Clinical Professor. Departments desiring to appoint Clinical Faculty shall develop appropriate appointment, promotion and performance review criteria for each rank, which must be approved by the Dean of the College and the Provost. Clinical Faculty may be appointed to a specific term not to exceed five years and may be reappointed to one or more additional terms, contingent upon satisfactory performance reviews, educational needs of the department, and continued funding. Clinical Faculty are not eligible for tenure but have the same right to academic freedom accorded tenure track faculty. A Clinical Faculty member wishing to move to a tenure-track regular faculty position must apply for a vacant position for which recruitment has been authorized. If a Clinical Faculty member applies for and is appointed to a tenure-track faculty position, the time spent as a Clinical Faculty member at Missouri State University will not count toward the probationary period for tenure and promotion. Clinical Faculty members may be appointed to 9-month or 12-month contracts. Clinical Faculty on 9-month contracts will receive salary compensation and benefits for 12 months.

### 4.3 Evaluation of Faculty with Clinical Appointments

The University recognizes the need to evaluate faculty members with specialized assignments according to the requirements of their appointment letters. Clinical faculty should be so designated in appointment letters. Clinical faculty are vital to the success of certain programs in professional fields such as communication sciences and disorders, nursing, physical therapy and physician assistant studies. Their primary purpose is to provide an authentic applied learning environment for students in these disciplines while maintaining their own applied expertise. Clinical faculty translate new knowledge in their discipline into clinical practice and clinical practice into new knowledge. Clinical faculty members have the same service requirements as those with standard appointments (Refer to Section 4.2.3.2). Areas of performance evaluation for renewal of contract are clinical education and service and evaluation for promotion specific to clinical faculty are clinical education and service and professional productivity.

## APPENDIX C

### ORIGINAL APPOINTMENT, ANNUAL EVALUATIONS, RENEWAL OF CONTRACT

Criteria for Original Appointment

Faculty may be initially appointed to the rank of Clinical Instructor, Clinical Assistant Professor, Clinical Associate Professor, or Clinical Professor. Minimal qualifications for initial appointment to each rank are provided in the table below.

Clinical Instructor	Clinical Assistant Professor	Clinical Associate Professor	Clinical Full Professor
Minimum of master's/AuD degree in appropriate field, exhibit qualifications of the specified job description, and professional certification and/or licensure as appropriate for discipline. Must have at least 2 years of professional experience after obtaining the entry level degree.	Meet requirement of lower rank. Must have 3 years of professional experience obtained after the entry level degree.	Meet requirement of lower ranks, plus 6 years of professional experience obtained after the entry level degree, including supervision or precepting of students or professionals seeking licensure or certification. Must demonstrate high degree of clinical skill; demonstrate evidence of transmission of knowledge, and involvement or recognition at the regional* or national level.	Meet requirement of lower ranks, plus 11 years of experience obtained after the entry level degree, including teaching or supervision in higher education. Must show evidence of regional* or national recognition.

\*Regional is defined as a presentation at the state or multi-state level.

Annual Evaluations

All clinical faculty members are reviewed annually by the Department Head at the date specified in the Provost's Calendar for Faculty Evaluation. Clinical faculty are evaluated in clinical education (teaching) and service, and the annual review will include a discussion of (a) the results of past year's performance, and completion of goals established during the prior review, and (b) objectives for forthcoming performance. When requested by the clinical faculty member, discussion at the annual meeting can also address progress toward promotion to the subsequent rank.

Evaluation for Renewal of Contract

The duration of contracts for clinical faculty members varies depending on level of initial appointment and time in service. The Department Head conducts evaluations for *renewal of contract*, which should be based on the performance of clinical faculty members as reflected in their annual reviews. Renewal of contract is contingent upon positive annual evaluations from the Department Head.

During the first period of appointment (typically a year), this evaluation will be conducted after at least one full semester of service. Faculty members will be notified of the status of their contract (renewal, non-renewal) by the end of the semester in which they were evaluated.

After a clinical faculty member has completed the initial contract period (usually one year), evaluations will be conducted in the fall semester that precedes the following June termination of the current contract. Faculty members will be notified of the status of their contract (renewal, non-renewal) by the end of the fall semester in which they were evaluated.

## Guidelines for Clinical Faculty Promotion

### Evaluation of Applications for Promotion

The Department Promotion and Tenure Committee for clinical faculty will include the CSD RTP committee and at least 2 clinical faculty members above the rank of the applicant applying for promotion. These additional 2 clinical faculty members will be selected by the chair of the RTP committee, with at least one person representing the program that the applicant is from. In addition, the Department Head, the Dean, and the Provost will evaluate clinical faculty for promotion. The process will be similar to that of promotion for academic faculty. When a faculty member submits an application for promotion, the evaluation of that application shall not preclude the regular yearly review conducted by the Department Head.

Evaluations for promotion will be based upon the documentation provided by the candidate in response to departmental guidelines for expected accomplishments in clinical education, service, and professional productivity and the regular yearly reviews. Each faculty member making application is responsible for assembling evidentiary documentation, for making the case in support of the application, and for submitting materials according to established deadlines. Recommendations at each level will be based upon data supplied by the candidate, as well as departmental data. Completion of an advanced degree (e.g., EdD., PhD., SLPD) is a positive consideration in promotion.

### Process of Recommendations on Promotion

At each stage of evaluation for promotion, (i.e., the Department Committee, Department Head, Dean, and the Provost), the candidate will be given a copy of the recommendation and the written rationale for the recommendation. The candidate signs, indicating receipt of the documents, and adds any comments or rebuttal desired. At each subsequent stage, a copy of the recommendation and a probative rationale also will be furnished to the chair of the departmental committee.

The candidate materials and decisions from previous stages in the evaluation process will be forwarded to the next stage for review. The candidate may choose to withdraw the application from consideration at any stage of the process.

### Eligibility for Promotion

Applicants are minimally eligible for promotion after a minimum number of years of service and a specified time in rank as a clinical faculty member at MSU. The application may be submitted at the beginning of the final year of eligibility with the effective date for promotion being the beginning of the next academic or fiscal year (depending on the term of the contract). Faculty must have served at least three years at MSU before promotion, regardless of rank.

Promotion from...	Education	Credentials	Experience/Service	Additional
Clinical Instructor to Clinical Assistant	Master's or Doctorate	Licensure in Missouri and/or appropriate certification	3 years in the rank of Clinical Instructor at MSU*	Must meet criteria for teaching, professional productivity/research, and service.
Clinical Assistant to Clinical Associate	Master's or Doctorate	Licensure in Missouri and/or appropriate certification	6 years as Clinical Assistant at MSU* or 3 years as Clinical Instructor and 3 years as Clinical Assistant at MSU	Must meet criteria for teaching, professional productivity/research, and service.
Clinical Associate to Clinical Professor	Master's or Doctorate and specialization, advanced skill set or advanced certification	Licensure in Missouri and/or appropriate certification; specialization, advanced skill set or advanced certification	5 years as Clinical Associate at MSU*; regional or national recognition.	Must meet criteria for teaching, professional productivity/research, and service.

\* Faculty member may apply during the final year of eligibility with the effective date for promotion being the beginning of the next academic or fiscal year (depending on the term of the contract).

### Promotion for Individuals with Administrative Responsibilities

Clinical faculty members who have administrative responsibilities will be evaluated on their administrative responsibilities as well as clinical education, service, and professional productivity. The criteria will be weighted according to the actual assignment as determined by the Department Head. Evaluation of administrative duties will be undertaken by the Department Head and Dean by review of patient/clinic surveys, annual evaluation by the Department Head, and review of duties and requirements associated with HIPAA, accreditation, or professional guidelines.

## **APPENDIX D**

### Requirements for Promotion of Clinical Faculty in Communication Sciences and Disorders

#### CLINICAL EDUCATION (4.3.2)

#### **Criteria for Clinical Instructor to Clinical Assistant**

1. Developing educated persons who are competent clinical professionals.
  - a. Clinical faculty members meet this goal when they demonstrate their effectiveness in cultivating students' knowledge base and skills within a specific discipline including competencies for professional practice.
    - Required: Course syllabi reflect sufficient depth & breadth of content; adheres to faculty handbook, and required accreditation standards.
    - Required: Peer review of clinical instruction documents a positive learning environment that develops critical thinking and improves student's written and oral communication
  - b. Faculty should strive to make explicit the relationship between the general education curriculum and various disciplinary curricula so students can integrate their acquired knowledge and skills for lifelong application.
    - Required: Documentation of discipline-specific student acquisition of knowledge and skills; evidence of student use of critical thinking, problem solving, and appropriate communication skills
  - c. Maintenance of appropriate professional credentials and evidence of continuing professional development are required to meet this goal.
    - Required: Maintenance of appropriate professional credentials and evidence of continuing professional development.
2. Exceptional Modes or Qualities of Clinical Education
  - a. Outstanding performance as a clinical educator
    - Required: Student evaluation ratings of 2.5 or better (1 to 5 scale with 1 being the best); responds to student feedback as written on the evaluations.
  - b. Experiential learning
    - Required: Evidence of experiential learning components in courses.

- c. Accessibility
  - Required: Evidence of increased accessibility through activities such as guest lectures, continuing education offerings, or workshops.
  - Required: Evidence of multiple avenues for student consultation with faculty.
  
- d. Recognition
  - Encouraged: Evidence of recognition at the local, regional\* or national level.  
(\*Regional recognition includes state recognition.)
  
- e. Diversity: Special efforts to use diversity in broadening students' perspectives and to develop cultural sensitivity
  - Required: Examples of being open and flexible in the selection, administration, and interpretation of diagnostic and/or treatment regimens.
  - Encouraged: Inviting guest speakers who offer diverse viewpoints.
  - Encouraged: Establishing clinical experiences/ externships in diverse settings, or providing exposure to clinical populations with special needs.

### **Criteria for Clinical Assistant to Clinical Associate**

#### 1. Developing educated persons who are competent clinical professionals.

- a. Clinical faculty members meet this goal when they demonstrate their effectiveness in cultivating students' knowledge base and skills within a specific discipline including competencies for professional practice.
  - Required: Course syllabi reflect sufficient depth & breadth of content; adheres to faculty handbook, and required accreditation standards.
  - Required: Peer review of clinical instruction documents a positive learning environment that develops critical thinking and improves student's written and oral communication
  
- b. Faculty should strive to make explicit the relationship between the general education curriculum and various disciplinary curricula so students can integrate their acquired knowledge and skills for lifelong application.
  - Required: Documentation of discipline-specific student acquisition of knowledge and skills; evidence of student use of critical thinking, problem solving, and appropriate communication skills
  
- c. Maintenance of appropriate professional credentials and evidence of continuing professional development are required to meet this goal.

- Required: Maintenance of appropriate professional credentials and evidence of continuing professional development.

## 2. Exceptional Modes or Qualities of Clinical Education

- a. Outstanding performance as a clinical educator
  - Required: Student evaluation ratings of 2.5 or better (1 to 5 scale with 1 being the best); responds to student feedback as written on the evaluations.
- b. Experiential learning
  - Required: Evidence of experiential learning components in courses.
- c. Accessibility
  - Required: Evidence of increased accessibility through activities such as guest lectures, continuing education offerings, or workshops.
  - Required: Evidence of any combination of collaboration, exceptional critical thinking and learning experiences, or development of clinical self-learning modules.
  - Required: Evidence of multiple avenues for student consultation with faculty.
  - Required: Evidence of presentations at local, state, or regional conferences to share effective clinical strategies or present an area of clinical expertise.
- d. Recognition
  - Required: Evidence of recognition at the local, regional\* or national level. (\*Regional recognition includes state recognition.)
- e. Diversity: Special efforts to use diversity in broadening students' perspectives and to develop cultural sensitivity
  - Required: Examples of being open and flexible in the selection, administration, and interpretation of diagnostic and/or treatment regimens.
  - Encouraged: Inviting guest speakers who offer diverse viewpoints.
  - Required: Establishing clinical experiences/ externships in diverse settings, or providing exposure to clinical populations with special needs.

### **Criteria for Clinical Associate to Clinical Full**

#### 1. Developing educated persons who are competent clinical professionals.

- a. Clinical faculty members meet this goal when they demonstrate their effectiveness in cultivating students' knowledge base and skills within a specific discipline including competencies for professional practice.

- Required: Course syllabi reflect sufficient depth and breadth of content; adheres to faculty handbook, and required accreditation standards.
  - Required: Peer review of clinical instruction documents a positive learning environment that develops critical thinking and improves student's written and oral communication
- b. Faculty should strive to make explicit the relationship between the general education curriculum and various disciplinary curricula so students can integrate their acquired knowledge and skills for lifelong application.
- Required: Documentation of discipline-specific student acquisition of knowledge and skills; evidence of student use of critical thinking, problem solving, and appropriate communication skills
- c. Maintenance of appropriate professional credentials and evidence of continuing professional development are required to meet this goal.
- Required: Maintenance of appropriate professional credentials and evidence of continuing professional development. Must show evidence of specialization, an advanced skill set or advanced certificate.

## 2. Exceptional Modes or Qualities of Clinical Education

- a. Outstanding performance as a clinical educator
- Required: Student evaluation ratings of 2.5 or better (1 to 5 scale with 1 being the best); responds to student feedback as written on the evaluations.
- b. Experiential learning
- Required: Evidence of experiential learning components in courses.
- c. Accessibility
- Required: Evidence of increased accessibility through activities such as guest lectures, continuing education offerings, or workshops.
  - Required: Evidence of any combination of collaboration, exceptional critical thinking and learning experiences, or development of clinical self-learning modules.
  - Required: Evidence of multiple avenues for student consultation with faculty.
  - Required: Evidence of presentations at local, state, or regional conferences to share effective clinical strategies or present an area of clinical expertise.



- d. Recognition
  - Required: Evidence of recognition at the local, regional\* or national level. (\*Regional recognition includes state recognition.)
  
- e. Diversity: Special efforts to use diversity in broadening students' perspectives and to develop cultural sensitivity
  - Required: Examples of being open and flexible in the selection, administration, and interpretation of diagnostic and/or treatment regimens.
  - Encouraged: Inviting guest speakers who offer diverse viewpoints.
  - Required: Establishing clinical experiences/ externships in diverse settings, or providing exposure to clinical populations with special needs.

### Service (4.3.3)

#### **Criteria for Clinical Instructor to Clinical Assistant**

1. University Citizenship: Department/College/University
  - a. Required: Evidence of work on department committees or equivalent, inclusive of degree of rigor, individual productivity and contribution.
  
2. Professional Service
  - b. Encouraged: Contributions to professional organizations within the faculty member's field.
  
3. Public Service
  - c. Encouraged: Evidence of providing professional expertise to schools, community, or colleagues.

#### **Criteria for Clinical Assistant to Clinical Associate**

1. University Citizenship: Department/College/University
  - a. Required: Evidence of work on department and college committees or equivalent, inclusive of degree of rigor, individual productivity and contribution.
  
2. Professional Service
  - b. Encouraged: Contributions to professional organizations within the faculty member's field.
  
3. Public Service
  - c. Required: Evidence of providing professional expertise to schools, community, or colleagues.

### Criteria for Clinical Associate to Clinical Full

1. University Citizenship: Department/College/University
  - a. Required: Evidence of work on department and college committees or equivalent, inclusive of degree of rigor, individual productivity and contribution.
  - b. Encouraged: Leadership roles on committees, including university level committees, mentoring, or equivalent to include degree of rigor, individual contribution and productivity.
2. Professional Service
  - c. Required: Contributions to local, regional\* or national professional organizations within the faculty member’s field. (\*Regional recognition includes state recognition.)
3. Public Service
  - d. Required: Evidence of providing professional expertise to schools, community, or colleagues.

#### PROFESSIONAL PRODUCTIVITY/RESEARCH (4.3.4)

CRITERIA	CLINICAL INSTRUCTOR TO CLINICAL ASSISTANT	CLINICAL ASSISTANT TO CLINICAL ASSOCIATE	CLINICAL ASSOCIATE TO CLINICAL FULL
Contributes knowledge to discipline: Translates new knowledge into clinical practice and outcomes and/or translates clinical practice into new knowledge.	Encouraged: Evidence of communication of outcomes or new knowledge to peers through conference presentations, workshops, or preparation of documentation related to program accreditation.	Required: Evidence of communication of outcomes or new knowledge to peers through conference presentations, publications, workshops, or preparation of documentation related to program accreditation.  Encouraged: Participation on thesis committees and/or co-direct student research	Required: Evidence of communication of outcomes or new knowledge to peers through conference presentations, publications, workshops, or preparation of documentation related to program accreditation.  Required: Submission of peer-reviewed publications or sponsored research or contracts.  Encouraged: research in clinical settings (may be collaborative).  Required: Regional or National presentation
Application of clinical expertise to provide expert service to the local and professional community.	Encouraged: Evidence of positive outcomes within the practice setting.	Required: Evidence of at least 1 example of positive outcomes within the practice setting (e.g., field assessments, awards by professional peers, surveys).	Required: Evidence of at least 2 examples of positive outcomes within the practice setting (e.g., field assessments, awards by professional peers, surveys).
Transmission	Encouraged: submission of internal or external grant (may be collaborative).	Encouraged: submission of internal or external grant (may be collaborative).	Required: submission of internal or external grant (may be collaborative).

CRITERIA	CLINICAL INSTRUCTOR TO CLINICAL ASSISTANT	CLINICAL ASSISTANT TO CLINICAL ASSOCIATE	CLINICAL ASSOCIATE TO CLINICAL FULL
Involvement of students	Encouraged: Evidence of student's involvement in the clinical research process.	Encouraged: Evidence of student's involvement in the clinical research process.	Encouraged: Evidence of student's involvement in the clinical research process.