

**School of Kinesiology
Auburn University**
Guidelines for Promotion of Full-Time Clinical Faculty

Overview

A clinical faculty member is focused on clinical practice and has the obligation to contribute to his or her discipline through clinical practice and clinical teaching.

Full-time clinical professors in the School of Kinesiology in the College of Education at the Auburn University share all the rights and responsibilities of tenure track faculty members but are not eligible for tenure. Guidelines for promotion for clinical faculty at the Auburn University state that "Promotion will be specific for each department, and criteria must be approved by the dean and the Provost's Office. Promotion decisions will be determined by the specific department, department head/chair, and the dean of the respective college or school." This document is intended to supplement School of Kinesiology's Tenure and Promotion policies and procedures to provide clarification regarding criteria and procedures for promotion of full-time clinical faculty.

The performance of candidates for promotion requires *distinction* in the area or areas of primary assignment and at least satisfactory performance in any other assigned areas. The School of Kinesiology Director will determine the 'primary assignment' in consultation with the promotion candidate. *Distinction* is characterized by performance that exceeds the expected, typical performance of a candidate of similar rank and assignment in the candidate's field. Furthermore, activities that contribute to the mission of the School of Kinesiology and the advancement of the candidate's discipline are important considerations.

Different criteria are applied depending on the level of the promotion involved. An individual applying for promotion from assistant to associate clinical professor is expected to have demonstrated distinction in the primary assigned duties, and at least emerging leadership with respect to assigned duties. A candidate applying for promotion from associate to full 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 leadership in the primary area(s) of assigned duties (i.e., teaching, research, and scholarship, and/or professional service, including administration).

Promotion procedures for full-time clinical faculty parallel those for tenure-track faculty. Candidates complete the university's standard promotion packets and follow the university's promotion guidelines. Candidates determine the appropriate timing of promotion applications in collaboration with their School of Kinesiology Director. Candidates are eligible for promotion when ready.

Criteria for Promotion for Clinical Faculty

I. Overall Criteria

Promotion of clinical faculty is based on demonstrating distinction in the primary assignment and acceptable performance in all other assigned areas. *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. A candidate applying for **promotion from Clinical Lecturer to Assistant Clinical Professor** is expected to have demonstrated distinction in the primary assigned area, and at least emerging leadership with respect to assigned duties. Evidence could include demonstrating local recognition for individual and program related to the individual's primary assignment.
- B. A candidate applying for **promotion from Assistant Clinical Professor to Associate Clinical Professor** is expected to have demonstrated distinction in the primary assigned area, and at least emerging leadership with respect to assigned duties. Evidence could include regional or national recognition for individual and program.
- 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 leadership in the other area(s) of assigned duties. Evidence could include national or international recognition for individual and program related to the individual's primary assignment.

II. Major Sources of Evidence

Teaching

Distinction in teaching must include evidence of scholarship (e.g., dissemination of analysis and / or self-study of teaching practices). Depending on the nature of the candidate's teaching assignment, possible sources of evidence to demonstrate distinction in teaching may include, but are not limited to:

- Evidence of self-reflection, study, and development/improvement of teaching performance.
- Publications related to teaching and professional practice.
- Invited talks related to primary assignment (e.g., teaching philosophy, pedagogy, scholarly engagement, clinical practice, etc.)
- Student evaluations (undergraduate and graduate) showing distinction in teaching (5.0 – 6.0 scores on course evaluations) in classroom teaching.
- Peer evaluations of teaching indicating average or better ratings of teaching content and classroom performance based on direct observations.
- Nomination or receipt of regional or national awards for teaching, advising, and/or mentorship.
- Evidence of innovative development of new courses, instructional materials, technological innovations, and syllabi.
- Evidence of providing professional development for practicing professionals with appropriate follow-up support beyond delivery of professional development.
- Leadership on committees related to teaching, advising, and/or mentorship.
- Collaboration with Auburn University faculty to translate traditional university-based coursework to apply to job-embedded programs.
- Evidence of professional advising/mentoring of students and/or colleagues.
- Evidence of leadership roles at the State, District, National or International level related to discipline-specific teaching.
- Students pass rate on national certifying examination (e.g., ACSM certifications, Board of Certification examination for athletic training, NPTE licensing examination for Physical Therapy;

- APTA Specialist Certification examination offered by ABPTS).
- Student recognition at regional or national meetings (e.g., Quiz Bowl championship at District or National level; Student competitions).

Teaching - Examples of Promotion Criteria by rank but not limited to:

Assistant Clinical Professor

- A. Effectively participates in course and curricular design, implementation, and evaluation.
- B. Demonstrates clinical teaching methods and applies novice classroom teaching skills.
- C. Develops effective clinical teaching methods and applies novice classroom teaching skills.
- D. Provides contributions to the incorporation of current clinical practices/technologies in School's curriculum.
- E. Demonstrates collaborative relationships and utilizes opportunities with agency personnel in clinical course implementation and evaluation.

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 evaluates outcomes.
- C. Demonstrates classroom and clinical teaching skills while utilizing innovative teaching methods and 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.
- C. Recognized at the national level as role model for classroom and clinical teaching.
- D. Leads ongoing curriculum development and revision, while consistently incorporating best practices.
- E. Creates School of Kinesiology and agency collaborations in clinical teaching and learning.

Research

Distinction in research shall be based in part on the written opinions of external reviewers who are recognized as outstanding researchers in the candidate's area of specialization. In all cases, however, the quality of research shall be judged as more important than mere quantity in evaluating the candidate's research contributions. 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:

- 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.
- Publications appropriate to the candidate's field, such as
 - peer reviewed publications in quality journals;

- publication of an authored or edited book by a reputable publisher;
- publication of original monographs or chapters in books;
- publication of clinical case studies and reports;
- research presentations at international or national conferences;
- reviewer for scientific or professional journals;
- Leadership roles in appropriate research-oriented professional associations.
- Nomination or receipt of regional or national awards for research activity.
- Student advisee receipt of regional or national award for research.
- Research keynotes, invited lectures, speeches, workshops, or papers presented at state, regional, national, or international meetings.
- Documented leadership roles (e.g., PI, Co-PI, Co-Investigator, Director, Coordinator, Co-Author, Project Manager) on research grants.
- Reviewer on study sections or review panels of grant agencies.

Research - Examples of Promotion Criteria by Rank but not limited to:

Assistant Clinical Professor

- A. Engages in scholarly/creative activities including evidence-based projects and collaborative scholarly activities.
- B. Engages in publishing in practitioner journals and is involved in scholarly research that results in a publication.
- C. Participates in presentations at the local, state, and regional levels.
- D. Contributes to the planning and writing of grant proposals related to the clinical field.

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 in presentations 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 activities.
- B. Demonstrates a consistent record of leadership on collaborative publications.
- C. Demonstrates a consistent record of leadership in collaborative presentations at national and international levels.
- D. Provides leadership and mentoring in grant writing, implementation, and evaluation related to clinical areas of expertise.

Outreach and Service

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:

- Program evaluation reports, technical reports, monographs, and accreditation reports.
- Presentations/publications/websites about service, clinical activities, or programs.
- Supervisor or peer evaluations or other evaluative evidence indicating substantial service with above average performance.
- Evidence of continued professional development and improvement in service/administrative

performance (e.g., attendance/participation at state, regional, national, or international workshops, seminars, webinars, and symposia).

- Nomination or receipt of regional or national awards for service.
- Clinical service and/or supervision of students at affiliate sites.
- Evidence of service or consultation to school, college, or university committees; community-based organizations, and the profession.
- Leadership roles in shaping professional policy at the local, state, and/or national level.
- Leadership roles in professional organizations as evidenced by election or appointment to offices or committees.
- Demonstrated service in an editorial capacity for the profession (e.g., journals, textbooks).
- Completion of national or regional program accreditation.
- Creating and/or renewing contracts associated with affiliate clinical sites.

Outreach & Service - Examples of Promotion Criteria by Rank but not limited to:

Assistant Clinical Professor

- A. Maintains currency in clinical practice and contributes to the health of community via outreach initiatives.
- B. Possess national certifications in the area of clinical expertise.
- C. Provides active service on School of Kinesiology committee work.
- D. Provides service or job-related consultation to School of Kinesiology faculty, students, and local agencies.
- E. Actively participate in professional organizations in expertise at the local and state level.

Associate Clinical Professor

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

Clinical Professor

- A. Maintains a reputation for excellence in clinical practice at the national level.
- B. Plans and implements service programs at the state, regional, and national levels.
- C. Provides active service leadership in the school, college, and university levels.
- D. Lead efforts in service and consultation.
- E. Provides leadership in professional organizations in areas of expertise at the state, regional, and national levels.

Procedures for Promotion of Clinical Faculty

Promotion procedures for full-time clinical faculty parallel those of tenure-track faculty. Refer to the *Auburn University Provost's Guidelines for Unit Specific Clinical Title Series Promotion Criteria for Procedures for Promotion*. Candidates determine the appropriate timing of promotion applications in collaboration with the School of Kinesiology Director. Candidates are eligible for promotion when ready, per university guidelines.

Definitions of Clinical Faculty (Auburn University Faculty Handbook, Chapter 3.5.2 Guidelines for Establishing and Filling Positions in the Clinical Title Series)

Clinical Lecturer: Clinical lecturer is an entry-level rank for a candidate who has completed the appropriate terminal professional degree or has the equivalent in training, ability, and experience and meets appropriate credentialing requirements for course instruction. An appointee is not required to have a minimum number of years in clinical service to be eligible for the rank of clinical lecturer. Promotion from clinical lecturer to assistant clinical professor is possible if allowed by college/school promotion guidelines.

Assistant Clinical Professor: Assistant clinical professor is the usual entry-level rank for a candidate who has completed the appropriate terminal professional degree or has the equivalent in training, ability, and experience and meets appropriate credentialing requirements. An appointee is not required to have a minimum number of years in clinical service to be eligible for the rank of assistant clinical professor. Appointment to the rank of assistant clinical professor shall be made when it has been determined that the individual (1) has a current independent capability of having a reliable clinical practice supported through contracts, grants, generated income, or other designated funds, (2) has a potential for significant professional growth in clinical practice, and (3) holds the professional degree including licensure/certification appropriate to the field.

Associate Clinical Professor: Associate clinical professor is a rank of distinction that is attained through successful performance of assigned duties. A candidate should hold the appropriate terminal professional degree or have the equivalent in training, ability, and experience and meet appropriate credentialing requirements. Criteria for promotion to associate clinical professor are specific to each department, according to provost-approved guidelines, and must be approved by the Provost's Office. Promotion decisions will be determined by the specific department head/chair and the dean of the respective college or school. Promotion decisions must correspond to the annual deadlines approved by the Provost's Office and reported to the Provost's Office accordingly.

Clinical Professor: Clinical Professor is a rank requiring professional peer recognition of the individual as an authority in his or her field of specialization. A candidate must be nationally recognized by associates as a clinician. It is therefore expected that peers within and outside the University will attest to the candidate's high professional standing. A candidate should hold the appropriate terminal professional degree or have the equivalent in training, ability, and experience and meet appropriate credentialing requirements. Criteria for promotion to clinical professor are specific to each department and approved by the dean and the Provost's Office. Promotion decisions will be determined by the specific department head/chair and the dean of the respective college or school. Promotion decisions must correspond to the annual deadlines approved by the Provost's Office and reported to the Provost's Office accordingly.