INSTRUCTIONS FOR PREPARING THE CLINICAL FACULTY PROMOTION STATEMENT

Promotion Statements for Clinical Faculty are to be prepared in the same manner as the Promotion and Tenure Statements for tenure-track faculty. However, Clinical Faculty are not eligible for tenure, and their promotions are to be based on accomplishments in the areas of clinical teaching, other teaching (half or fewer of course taught), clinical activities, and service activities (and program direction and clinical research/applied scholarship as applicable). Preparation of Promotion Statements that are complete, concise and of uniform format is important to both the candidate and all the evaluators. These instructions are intended to ensure that result. Please follow the instructions carefully. Use the accompanying template to ensure consistency in presentation.

The candidate prepares the curriculum vitae, summary statement, and descriptions of activities as well as provides relevant documentation in the Appendix. The Department Promotion Committee, Chairperson, College/School/Institute Promotion Committee, and Dean all complete an independent evaluation and writes an evaluation summary and makes a recommendation regarding promotion.

The narrative section includes 13 parts:

I. Curriculum Vitae
II. Candidate's Statement on Clinical Activities, Clinical and Other Teaching, Service Activities (and Program Direction, and Clinical Research/Applied Scholarship as applicable)
III. Description of Clinical and Other Teaching Activities
IV. Evaluation of Clinical and Other Teaching Activities
V. Description of Clinical Activities
VI. Evaluation of Clinical Activities
VII. Description of Service Activities
VIII. Evaluation of Service Activities
IX. Description of Program Direction (if applicable)
X. Evaluation of Program Direction (if applicable)
XI. Description of Clinical Research/Applied Scholarship (if applicable)
XII. Evaluation of Clinical Research/Applied Scholarship (if applicable)
XIII. Recommendations
XIV. Department/College Clinical Faculty Promotion Guidelines
XV. Appendix

Most Clinical Faculty are associated with a single department or, in the case of a joint appointment with two departments, have a designated home department. In such cases, the department chairperson and the department Clinical Faculty Promotion Committee function as they do in considerations of tenure-track faculty. If the Clinical Faculty member is associated with a program that is not under the administration of a single department, an ad hoc Promotion Committee will be formed. The candidate's Dean will appoint the members of the ad hoc Promotion Committee. For Clinical Faculty Promotion cases, the department and college promotion committees will include (i.e., adding if necessary) at least one Clinical Faculty from the department or program of equal or higher rank than the candidate, with voting privileges for Clinical Faculty cases only. When there is no Clinical Faculty of equal or higher rank available in the home department or program, Clinical Faculty of equal or higher rank from another department should be included. The candidate may suggest nominees, but it is not required that the Committee include any of the candidate's nominees.

The Department Chairperson is responsible for the preparation of the Promotion Statement. To ensure accuracy and completeness, the Curriculum Vitae and the description sections are the responsibility of the candidate and verified by the Chairperson. The evaluation and Departmental recommendation sections are confidential and must be written either by the Chairperson or a member of the Department Promotion Committee. The Chairperson writes a separate recommendation. Three copies of the Statement should be prepared. One copy is to be retained by the department, and the original and one copy forwarded to the Dean. Electronic record keeping may be employed in lieu of paper copies within specific Colleges (e.g., Box). After the appropriate recommendations are added at the college/school level, the Dean sends the original to the Provost and Vice President for Academic Affairs.

In preparing the Statement, pages in parts I-XII should be numbered consecutively starting with Curriculum Vitae as page 1. The Curriculum Vitae is to be confined to the one-page form supplied. Please be sure that the "years in rank" for the present rank include the current academic year. Documentation (supporting letters, student evaluations, and other materials) should appear in the Appendix in the order in which they are first mentioned in the narrative. Items in the Appendix should be numbered consecutively beginning with A-1. The first item in the Appendix should be a complete professional resume of the candidate (including publications as applicable). Copies of the candidate's annual reports and annual evaluations should be placed in chronological order at the end of the Appendix. Each sub-section of the narrative should be headed by the topic to be addressed, with the words of the heading in capital letters. The statements that stand after each question in this document are part of the instructions and are not to be included in the heading. To avoid the need for page-flipping, the Appendix should be separable from the narrative, so that all documentation can be read in parallel with the narrative sections. In the narrative sections, the topics on the following pages should be addressed in the order listed.

The candidate prepares the following sections of the promotion statement:

I. Curriculum Vitae
II. Candidate's Statement on Clinical Activities, Clinical and Other Teaching, Service Activities (and Program Direction, and Clinical Research/Applied Scholarship as applicable)
III. Description of clinical and other teaching activities
IV. Description of clinical activities
V. Description of service activities
VI. Description of Program Direction (if applicable)
VII. Description of Clinical Research/Applied Scholarship (if applicable)
VIII. Department/College Clinical Faculty Promotion Guidelines
IX. Appendix

Independent evaluation of the promotion statement is completed by the Department Promotion Committee, Chairperson, College/School/Institute Promotion Committee, and the Dean. Each writes an evaluation summary which are added to the promotion statement:

I. Evaluation of clinical and other teaching activities
II. Evaluation of clinical activities
III. Evaluation of service activities
IV. Evaluation of Program Direction (if applicable)
V. Evaluation of Clinical Research/Applied Scholarship (if applicable)
VI. Summary
VII. Recommendation

CLINICAL FACULTY

PROMOTION

NARRATIVE SECTION

STATEMENT ON BEHALF OF:

_____

(Name)

_____

(Department)

_____

(College/School/Institute)

_____

(Date)

I. CURRICULUM VITAE

FULL NAME: _____
(first) (middle) (last)

Department: _____

School or College: _____

Number of years from other institution credited toward promotion: _____

Action Considered: Promotion to _____

Present rank: _____ Since: _____ Years in rank: _____
(mo./yr.)

Previous rank: _____ Since: _____ Years in rank: _____
(mo./yr.)

Previous rank: _____ Since: _____ Years in rank: _____
(mo./yr.)

Prior to service at the University of New Hampshire, give:

Last previous title
and employer: _____ From: _____ To: _____
(mo./yr.) (mo./yr.)

Previous title
and employer: _____ From: _____ To: _____
(mo./yr.) (mo./yr.)

Summarize other pertinent experience if it seems desirable:

Indicate educational background by listing earned degrees:

Degree: _____ Field: _____ Institution: _____ Date: ____

Degree: _____ Field: _____ Institution: _____ Date: ____

Degree: _____ Field: _____ Institution: _____ Date: ____

List professional certification and/or licensure:

Cert/Lic: _____ Organization/State: _____ Number: _____ Valid Thru: _____

Cert/Lic: _____ Organization/State: _____ Number: _____ Valid Thru: _____

Cert/Lic: _____ Organization/State: _____ Number: _____ Valid Thru: _____

II. CANDIDATE'S STATEMENT ON CLINICAL AND OTHER TEACHING, CLINICAL ACTIVITIES, SERVICE ACTIVITIES, (PROGRAM DIRECTION, AND CLINICAL RESEARCH/APPLIED SCHOLARSHIP as applicable)

1. THE CANDIDATE'S OWN OPINION OF THE EFFECTIVENESS OF HIS/HER CLINICAL AND OTHER TEACHING, CLINICAL ACTIVITIES, SERVICE ACTIVITIES, (PROGRAM DIRECTION AND CLINICAL RESEARCH/APPLIED SCHOLARSHIP as applicable).

   The candidate may either provide a summary description of each activity or provide an integrated statement on Clinical and Other Teaching, Clinical Activities, Service Activities, (Program Direction and Clinical Research/Applied Scholarship as applicable). If the candidate chooses the latter, this should be a 3-5-page self-evaluation providing an overview and vision of his/her perspective on – and integration among – clinical and other teaching, clinical activities, service activities, (program direction, and clinical research/applied scholarship as applicable), which may be supported by documentation.

III. DESCRIPTION OF CLINICAL AND OTHER TEACHING ACTIVITIES

In this section, candidates engaged in clinical and other teaching should describe these activities in the "Clinical and Other Teaching" section of the document. Teaching may entail teaching clinically oriented and other (less than half of courses taught) undergraduate or graduate courses, including interprofessional/interdisciplinary courses, sponsoring student independent studies, culminating projects, theses, dissertations, or workshops for clinical instructors/preceptors/field/internship/supervision.

The dissemination of knowledge is a core value across the university community. As such considerations for promotion to the rank of Clinical Associate Professor will require candidates' demonstration of teaching excellence over five or more years as opposed to merely satisfactory teaching. Promotion to Clinical Professor will be based upon the candidate's sustained record of excellence in teaching since promotion to the rank of Clinical Associate Professor with increased maturity and demonstrated leadership and expertise in the profession.

Teaching effectiveness can and should be documented through various means including one or more of the following tools: course evaluations from students, optional Mid-course Assessment Program (MAP), optional instructor self-reflection, classroom observation, and the information provided by the formal University annual activity reporting systems. Statements about teaching effectiveness should be supported by quantitative and/or qualitative evidence whenever possible.

Documentation of teaching effectiveness begins with the candidate's statement describing his or her teaching activities. The statement should include information as it applies to the individual Clinical Faculty member. Include additional documentation as appropriate to the clinical faculty member's role such as:

- Description of courses taught by the faculty member including student evaluation data and selected syllabi.
- Role in curriculum and program development.
- Description of steps taken to improve teaching effectiveness.
- Documentation and description of academic unit, school, and interdepartmental or intercollege activities involving curriculum and program development.
- Evidence of effectiveness in mentoring junior faculty on their teaching.
- Description of curricular revisions, or revisions in other forms of teaching. This may include new course projects, materials, class assignments, or other activities.
- Evidence that teaching methods and course content are peer-reviewed periodically. Peer review may be conducted by senior faculty and/or outside experts, including faculty or staff associated with the UNH Center for Teaching and Learning. Peer review may include summaries of classroom visitations, written reviews of course syllabi and other course materials, and evaluation of the candidate's analysis and responsiveness to students' evaluations of teaching.
- Documentation of awards and other forms of special recognition for excellence in teaching.

1. THE CANDIDATE'S OWN OPINION OF THE EFFECTIVENESS OF HIS/HER CLINICAL AND OTHER TEACHING.

   This should be a one or two-page self-evaluation, which may be supported by documentation. (Omit if candidate is providing an integrated statement on clinical and other teaching, clinical activities, service activities, [program direction and clinical research/applied scholarship as applicable].)

2. THE CANDIDATE'S MAIN FIELDS OF CLINICAL AND OTHER TEACHING INTEREST AND COMPETENCE.

3. COURSES TAUGHT BY THE CANDIDATE.

   List the courses by number and indicate how frequently the candidate has taught them. List clinical courses separate from other courses. Include the scores from student evaluations.

4. INNOVATIONS OR SPECIAL METHODS USED BY THE CANDIDATE IN HIS/HER TEACHING.

IV. EVALUATION OF CLINICAL AND OTHER TEACHING

1. HOW HAVE THE CANDIDATE'S CLINICAL AND OTHER TEACHING INTERESTS AND COMPETENCE FIT INTO THE PROGRAMS OF THE DEPARTMENT, COLLEGE/SCHOOL AND UNIVERSITY?

2. EXPECTED FUTURE ROLE OF THE CANDIDATE'S CLINICAL AND OTHER TEACHING INTERESTS AND EXPERTISE IN THE DEPARTMENT.

   Consider the probable future programmatic direction of the department and assess the importance of the teaching done by the candidate in that context.

3. WHAT PROCESSES WERE USED TO COMPILE THE DOCUMENTATION ON TEACHING EFFECTIVENESS?

4. THE COMMITTEE'S EVALUATION OF EFFECTIVENESS OF HIS/HER TEACHING AT THE (a) UNDERGRADUATE LEVEL AND (b) GRADUATE LEVEL.

   Describe available information on the candidate's teaching in each category. Include, in the Appendix, student evaluation summaries, original evaluation forms, and comment on them as a reflection of the candidate's teaching performance. Evaluate the candidate's competence as a teacher in the classroom, laboratory, studio, etc. Cite the candidate's strengths and weaknesses. What are colleagues' opinions of the candidate's teaching ability? Provide appropriate documentation in the Appendix.

V. DESCRIPTION OF CLINICAL ACTIVITIES

Clinical activities may include direct supervision of students providing service in on- or-off campus settings, indirect supervision of students, and/or clinical services (e.g., diagnostic services, rehabilitation services, counseling services), conducting training programs in either internal or external communities for students or others in the Clinical Faculty member's area of expertise, and other activities defined by the department/unit. Documentation of clinical activities should be based on the clinical faculty member's prescribed role within his/her academic unit. This documentation should be carefully selected and presented to demonstrate the scope and effectiveness of the faculty member's performance in fulfilling his/her clinical role. Statements about the effectiveness of clinical activities should be supported by quantitative and/or qualitative evidence whenever possible.

Documentation of the effectiveness of clinical activities should begin with the candidate's statement describing his or her clinical activities including main fields of clinical interest and competence. Include additional documentation as appropriate to the Clinical Faculty member's role such as:

- Career outcomes of students who graduated from programs in which the candidate participated, and success rates of students on national accrediting exams.
- Quantity and quality of diagnostic services provided to clients and external stakeholders.
- Documents or data that describe clinical activities or professional leadership activities including but not limited to major initiatives, brochures, and/or educational materials.

1. THE CANDIDATE'S OWN OPINION OF THE EFFECTIVENESS OF HIS/HER CLINICAL ACTIVITES.

   This should be a one or two-page self-evaluation, which may be supported by documentation. Candidates should document the work they did in collaboration with other faculty members and make explicit the nature of his or her contribution to the collaborative work. (Omit if candidate provides an integrated statement on clinical and other teaching, clinical activities, service activities, [program direction and clinical research/applied scholarship as applicable].)

2. DOCUMENTED EVALUATIONS OF CLINICAL ACTIVITIES WITHIN AND OUTSIDE THE UNIVERSITY, AS APPRORIATE.

3. DOCUMENTED CLINICAL INTERVENTION AND OUTCOMES SUCH AS DEVELOPING INNOVATIONS, SPECIAL ASSESSMENT, INTERVENTION, EVALUATION AND DIAGNOSTIC METHODS, AND NEW PROGRAMS TO MEET THE NEEDS OF CLIENTS AND STAKEHOLDERS.

4. NAMES AND ADDRESSES OF INDIVIDUALS BOTH ON AND OFF CAMPUS WHO ARE FAMILIAR WITH THE CANDIDATE'S CLINICAL ACTIVITIES.

5. ANY OTHER DOCUMENTS THAT DESCRIBE CLINICAL ACTIVITIES.

6. AWARDS OR OTHER HONORS WON BY THE CANDIDATE RELATED TO CLINICAL ACTIVITIES.

VI. EVALUATION OF CLINICAL ACTIVITIES

1. EVALUATION OF THE EFFECTIVENESS OF THE CANDIDATE'S CLINICAL ACTIVITIES.

   Evaluate the quality of the candidate's clinical activities.

2. EVALUATION OF DOCUMENTED EVALUATIONS OF CLINICAL ACTIVITIES.

3. EVALUATION OF DOCUMENTED CLINICAL INTERVENTION AND OUTCOMES.

4. REPUTATION OF THE CANDIDATE IN CLINICAL ACTIVITIES.

   Provide in the Appendix letters from five or more persons in his/her field from off-campus evaluating his/her professional contribution. To ensure that at least five letters are received, it is recommended that more than 5 letters be requested. Consider the following:

   a. By whom are the letters written?
   b. How were these persons chosen? A stronger case will be made if some of the evaluators are selected by the Department Committee rather than by the candidate. What is the relationship of the candidate with the outside evaluator? Evaluators should be neutral and not pose a risk for conflict of interest. Candidates should not contact outside evaluators.
   c. What are the evaluators' professional credentials?
   d. Include a sample letter of solicitation in the Appendix. It is important to request the evaluation in a neutral manner and to ask the evaluator to indicate the basis of his/her assessment.
   e. Include the letters in the Appendix.
   f. Summarize the contents of these letters and provide any appropriate reaction or further comment.

5. EVALUATION OF OTHER DOCUMENTS THAT DESCRIBE CLINICAL ACTIVITIES.

VII. DESCRIPTION OF SERVICE ACTIVITIES

Service includes contributions to the university (including college, school, and department), to one's profession, and to the community at large through public service and outreach.

Service to the university refers to activities undertaken by the clinical faculty member in the academic unit (and/or program option), school, college, university, or the University System of New Hampshire. Activities may include advising undergraduate or graduate students, serving on undergraduate and graduate committees, or other program, department, school, college, or university committees, or serving on councils or commissions.

Service to the profession refers to activities such as holding leadership positions in professional organizations, serving on editorial boards or as journal reviewers, serving on state, national, or international boards, commissions, review panels, etc. As rank increases, there should be commensurate changes in the quantity and quality of service to the profession. For example, candidates for clinical professor may serve as members of professional committees or they may assume leadership positions in state, regional, national, or international chapters of their professional organizations.

Public service and outreach refer to serving the community at large in a professional capacity, enhancing the stature of the college and university while making contributions to the work of agencies and organizations. Public service and outreach may involve public speaking or working with non-governmental or governmental groups or serving on boards or holding leadership roles in professional associations or organizations in the faculty member's area of expertise. Activities may also involve working with local, state, or national communities in support of the University's land-, sea-, or space-grant or other public service missions, and may require the candidate's expertise in assessing problems, assuring the delivery of services, developing policies, and planning, implementing, or evaluating the effectiveness of programs.

Promotion to Clinical Associate Professor will be based on demonstrated excellence in service reflecting increased leadership in the academic unit, school/college, university, profession, and community. Promotion to the rank of Clinical Professor will be based upon the candidate's sustained record of excellence in service since promotion to the rank of Clinical Associate Professor, with demonstration of increased leadership across these domains.

Additional documentation may be provided as appropriate to the clinical faculty member's role such as:

- Documents or data that describe clinical or professional leadership activities in external internship sites; brochures; education materials.
- List of professional organizations to which the candidate has provided leadership, clinical expertise, or served as a consultant.
- Evidence the activities involved or resulted in the creation or development of new services or initiatives.
- Evidence of new knowledge, methods, or policies derived from the candidate's service has diffused to other communities, agencies, etc.
- List of honors or awards in recognition of outstanding contributions to clinical practices.
- List of invitations from other institutions or agencies to help plan, organize, or review clinical service practice activities.
- List of appointments to national commissions, committees, and boards.

1. THE CANDIDATE'S OWN OPINION OF THE EFFECTIVENESS OF HIS/HER SERVICE.

This should be a one or two-page self-evaluation, which may be supported by documentation. (Omit if the candidate provides an integrated statement on clinical and other teaching, clinical activities, service activities, [program direction and clinical research/applied scholarship as applicable].)

2. ADVISING OF UNDERGRADUATE MAJORS AND/OR UNDECLARED STUDENTS; THE CANDIDATE'S OWN OPINION OF THE EFFECTIVENESS OF HIS/HER ADVISING.

   Identify the category and number of students advised. How often has the faculty member served as advisor? What measures are used to evaluate effectiveness in advising?

3. ADVISING OF MASTERS AND PH.D. CANDIDATES.

   Identify the students for whom the faculty member has served as the major advisor and the current status of each student -- completed or current. For completed students, indicate their current positions. Also provide the number of students in each category for whom the faculty member served on the graduate committee.

4. DEPARTMENTAL RESPONSIBILITIES AND COMMITTEES ON WHICH THE CANDIDATE HAS SERVED.

   List the committees and the years served and indicate whether the candidate has chaired any of the committees. If the purpose and accomplishments of these Committees are not obvious, please briefly describe them. Describe other responsibilities assumed by the candidate (e.g., organizer of seminar series, etc.).

5. UNIVERSITY, SCHOOL, OR COLLEGE AND OTHER COMMITTEES ON WHICH THE CANDIDATE HAS SERVED.

   As above, indicate the extent of service and the role of the candidate on the committees

6. ACTIVITIES IN SUPPORT OF THE UNIVERSITY'S LAND-GRANT AND SEA-GRANT, SPACE-GRANT AND OTHER PUBLIC SERVICE MISSIONS.

   Include program development and teaching in continuing education, Cooperative Extension work, consultation efforts, services to the public that are by-products of clinical projects, etc.

VIII. EVALUATION OF SERVICE

1. EVALUATION OF THE EFFECTIVENESS OF THE CANDIDATE AS AN ADVISOR OF: (a) UNDERGRADUATE STUDENTS and (b) GRADUATE STUDENTS.

    a. Describe criteria used in assessing effectiveness.

    b. Include a sample letter of solicitation of student feedback in the Appendix. It is important to request the evaluation in a neutral manner and to ask the evaluator to indicate the basis of his/her assessment.

    c. If student feedback regarding advisement is received, include the supporting responses in the Appendix

2. EVALUATION OF THE CANDIDATE'S SERVICE ACTIVITIES.

    Provide in the Appendix letters from 5 or more persons in his/her field from off-campus evaluating his/her public service contributions. To ensure that at least 5 letters are received, it is recommended that more than 5 letters be requested. Consider the following:

    a. Include a sample letter of solicitation in the Appendix. It is important to request the evaluation in a neutral manner and to ask the evaluator to indicate the basis of his/her assessment.

    b. Include the letters in the Appendix.

    c. By whom are the letters written?

    d. How were these persons chosen? A stronger case will be made if some of the evaluators are selected by the Department Committee rather than by the candidate. What is the relationship of the candidate with the outside evaluator? Evaluators should be neutral and not pose a risk for conflict of interest. Candidates should not contact outside evaluators.

    e. What are the evaluators' professional credentials?

    f. Summarize the contents of these letters and provide any appropriate reaction or further comment.

3. EVALUATION OF THE CANDIDATE'S CONTRIBUTIONS TO THE DEPARTMENT THROUGH COMMITTEE WORK AND IN OTHER CAPACITIES.

    Include supporting letters in the Appendix. Briefly identify the writers' connections with the candidate.

4. EVALUATION OF THE CANDIDATE'S CONTRIBUTIONS TO THE UNIVERSITY AND SCHOOL OR COLLEGE.

    Include supporting letters in the Appendix. Briefly identify the writers' connections with the candidate.

5. EVALUATION OF THE CANDIDATES CONTRIBUTIONS IN SUPPORT OF THE UNIVERSITY'S LAND-GRANT AND SEA-GRANT, SPACE-GRANT AND OTHER PUBLIC SERVICE MISSIONS.

    Include supporting letters in the Appendix. Briefly identify the writers' connections with the candidate.

IX. DESCRIPTION OF PROGRAM DIRECTION (IF APPLICABLE)

Program direction includes, but is not limited to, the development, promotion, coordination, evaluation, operational oversight, active maintenance of accreditation standards, engagement with accreditation agencies, and oversight of budget allocations associated with clinical and other applied programs. These activities are performed in consultation with the chair. Direction of programs focuses on the operational and programmatic aspects of the program and may overlap with clinical activities described above. The duties of Clinical Faculty responsible for directing programs vary by department and position.

1. LIST AND DESCRIBE PROGRAM DIRECTION ACTIVIITES.

   Briefly describe the activities related to program direction, including workload assignment. Program direction may include a variety of the sample activities identified below:

   - Supervise and/or lead programs in the Clinical Faculty's area of expertise.
   - Maintaining accreditation including ongoing evaluation, reporting, annual and/or multi-year reviews as required by the respective accrediting agency.
   - Locate, recruit, and sustain field placement sites, and assign students to field sites
   - Coordinate and conduct ongoing and extensive periodic self-study as required for accreditation or certification.
   - Conduct curriculum oversight and learning outcome evaluation as it relates to accreditation or certification guidelines.
   - Collaborate with other accredited programs to maintain and enhance best practices.
   - Contribute to ongoing revision of accreditation or certification guidelines.
   - Develop and monitor program budgets.
   - Draft and negotiate memoranda of understanding and/or contracts with individuals, professional organizations, and community, regional, national, and international entities in accordance with UNH legal guidelines and placement site guidelines.

2. THE CANDIDATE'S OWN OPINION OF THE EFFECTIVENESS OF HIS/HER PROGRAM DIRECTION.

   This should be a one or two-page self-evaluation of the candidate's program direction. Evaluation of program direction may be supported by documentation. Candidates should document the work they did in collaboration with other faculty members and make explicit the nature of his or her contribution to the collaborative work.

3. DOCUMENTATION

   Documentation may be provided as appropriate to the clinical faculty member's role for program direction such as:

   - Annual program report
   - Accreditation and/or self-study reports
   - List of field placements (clinical sites, internship sites, externship sites)
   - List of number of students placed by semester and annually
   - Examples of course syllabi for field placements
   - Examples of program site documentation
   - Examples of evaluation forms completed by supervisors regarding student performance

- Examples of student evaluation of supervisor forms
- If applicable, examples of program budget and monitoring
- Program recruitment activities, admissions processes, and advisement as appropriate
- Documentation of national certification or exam passage rates for those programs whose students earn a credential through a third-party certification/registration
- Student recruitment and retention rates
- Evidence of collaboration with mentors/field placement supervisors to provide support and ensure student-mentor site and program alignment
- Evidence of response to field placement site and/or student issues in a timely, professional and proactive manner

X. EVALUATION OF PROGRAM DIRECTION

1. THE COMMITTEE'S EVALUATION OF THE FACULTY MEMBER'S PROGRAM DIRECTION ACTIVITIES

   Include supporting letters in the Appendix. Briefly, identify the writer's connections with the candidate.

2. THE COMMITTEE'S EVALAUTION OF THE FACULTY MEMBER'S CONTRIBUTION TO THE DEPARTMENT/PROGRAM RELATED TO PROGRAM DIRECTION

XI. DESCRIPTION OF CLINICAL RESEARCH/APPLIED SCHOLARSHIP (if applicable)

Clinical research/applied scholarship related to clinical activities is generally understood to include presentations and published refereed articles related to clinical innovations, assessment instruments, intervention or evaluation methods, clinical teaching/supervisory innovations, and descriptions of new programs to meet client or student needs. Activities may also include engaged scholarship as defined in Procedures and Criteria for Promotion and/or Tenure: Guidelines for Deans, Department Chairs and Faculty Members of School and College Promotion and Tenure Committees. Clinical faculty may engage in applied scholarship/clinical research to meet required accreditation and/or licensure/certification requirements. Given certification programs can require students demonstrate a capacity to critically think and engage in research, the nature of clinical research and scholarship will vary by the uniqueness of the respective clinical programs

Examples of clinical research and applied scholarship include, but are not limited to, activities such as:

- Publications and technical reports relevant to clinical practice,
- Book or journal reviews.
- Journal editorship, review of manuscripts, etc.
- Data collection and synthesis that supports the candidate's professional field, public policy or clinical initiatives or grant submissions
- Research activities designed to meet student research competencies or criteria
- Research related to one's affiliation with professional organizations and initiatives

While scholarly activities are not required of clinical faculty, scholarly activities voluntarily undertaken by the clinical faculty member may be evaluated in this section.

1. THE CANDIDATE'S OWN OPINION OF THE EFFECTIVENESS OF HIS/HER SCHOLARLY ACTIVITES. (OMIT IF CANDIDATE IS PROVIDING AN INTEGRATED STATEMENT ON TEACHING, SCHOLARLY, AND SERVICE ACTIVITIES.)

   This should be a one or two-page self-evaluation, which may be supported by documentation. Candidates should document the work they did in collaboration with other faculty members and make explicit the nature of his or her contribution to the collaborative work.

2. LIST OF THE CANDIDATE'S PUBLISHED SCHOLARLY WORK AND OTHER PROFESSIONAL PERFORMANCES.

   If the candidate is in a discipline in which scholarly work is usually exemplified by publications, the following format should be used: a) Books and Monographs; b) Textbooks; c) Refereed Articles; d) Other Articles; e) Reviews and Miscellaneous Publications. These should be cited in the standard entry form used in the faculty member's field.

   If the candidate is in a discipline such as music or art, scholarly work should be described in terms of concerts, compositions, exhibitions, and publications, as appropriate. Other evidence of scholarly achievement, such as purchase of work by museums, galleries, etc., may be provided.

3. LIST OF CANDIDATE'S SCHOLARLY WORK CONTRACTED OR SOON TO BE PUBLISHED.

   Follow the same format of listing as in item 1 above, and identify each as "in press," "submitted," or "in preparation." Provide dates of actual or expected submission.

4. LIST OF ORAL PRESENTATIONS BEFORE PROFESSIONAL GROUPS.

   Include titles and dates of the talks and the identities of the groups hearing the presentations.

5. GRANTS, CONTRACTS, OR FELLOWSHIPS FOR WHICH THE CANDIDATE HAS APPLIED.

   Identify their purposes, and indicate which have been funded, including the funding amount. Candidates should document the work they did in collaboration with other faculty members.

6. PRIZES OR OTHER HONORS WON BY THE CANDIDATE.

7. PROFESSIONAL ORGANIZATIONS IN WHICH THE CANDIDATE IS PARTICULARLY ACTIVE.

   Indicate the nature of the activity, such as holding office, performing committee duties, participating in regional or national meetings, etc.

8. ADDITIONAL AREAS OF SCHOLARSHIP AND WORK WITH PERSONS IN OTHER DEPARTMENTS, IN CENTERS OR WITH GROUPS OFF-CAMPUS.

   This may involve professional work with industries or other organizations. This should include professional consulting. Activities may also include engaged scholarship as defined in Procedures and Criteria for Promotion and/or Tenure: Guidelines for Deans, Department Chairs and Faculty Members of School and College Promotion and Tenure Committees.

9. THE CANDIDATE'S CONTRIBUTIONS TO SCHOLARLY AND PROFESSIONAL ORGANIZATIONS.

   This may include service to a discipline through professional association membership and activities.

VI. EVALUATION OF SCHOLARSHIP

1. THE COMMITTEE'S EVALUATION OF THE SCHOLARLY WORK OF THE CANDIDATE.

Evaluate the quality of the candidate's scholarly writing or professional performances. If published scholarship is the professional standard, evaluate the venues in which it appears. When reviewers' opinions are available, summarize or quote from them or include copies in the Appendix. For books, clearly identify the nature of the publisher and the process of acceptance for publication. For joint publications, indicate proportion of the candidate's contribution. If the candidate's scholarly work takes the form of concerts, compositions, exhibitions, or personal appearances, comment on their quality. Cite reviewers' comments when they are available. Scholarly work may include examples of engaged scholarship as defined in Procedures and Criteria for Promotion and/or Tenure: Guidelines for Deans, Department Chairs and Faculty Members of School and College Promotion and Tenure Committees.

2. OUTSIDE REPUTATION OF THE CANDIDATE'S SCHOLARLY WORK.

How well known is the faculty member outside the University, and for what? Is he/she known regionally, nationally, internationally?

3. OUTSIDE LETTERS OF EVALUATION.

If the candidate is being considered for promotion to Clinical Associate or Clinical Professor, provide in the Appendix letters from 5 or more persons in his/her field from off-campus evaluating his/her professional contribution to scholarship. Solicitation of such letters is also required for those being considered for promotion to associate professor. To ensure that at least 5 letters are received, it is recommended that more than 5 letters be requested.

a) By whom are the letters written?

b) How were these persons chosen? What is the relationship of the candidate with the outside reviewer? Reviewers should be neutral and not pose a risk for conflict of interest. A stronger case will be made if some of the evaluators are selected by the Department Committee rather than by the candidate. Candidates should not contact outsider evaluators.

c) What are their professional credentials? It is important to choose outside evaluators whose opinions will be influential by virtue of their own positions and reputations. It should be obvious to the Committees and the Deans that the evaluators are knowledgeable about the faculty member's discipline.

d) On what page is a sample letter of solicitation included in the Appendix? It is important to request the evaluation in a neutral manner and to ask the evaluator to indicate the basis of his/her assessment. Letters of solicitation should include the following: "Please note that although it is our intention to hold your responses in confidences, under recent legal precedents we, like any other college or university, may be required to disclose your response along with other peer evaluation materials in the course of certain legal proceedings". Sample letters to request evaluations are available in the Deans' offices.

e) Where in the Appendix will the letters be found?

f) Summarize the contents of these letters and provide any appropriate reaction or further comment.

4. EVALUATION OF THE WORK OF THE CANDIDATE AS DESCRIBED IN ITEM 8 OF THE PREVIOUS SECTION.

What is the Committee's opinion of this work? Were outside letters obtained commenting on this work?

(a) If so, identify the writers and cite the locations of the letters in the Appendix.

(b) If not, briefly explain why such letters were not obtained.

5. EVALUATION OF THE CANDIDATE'S CONTRIBUTIONS TO SCHOLARLY AND PROFESSIONAL ORGANIZATIONS.

Include supporting letters in the Appendix; briefly describe the writers' connections with the faculty member.

T E M P L A T E

XIII. RECOMMENDATIONS

1. DEPARTMENT CLINICAL FACULTY PROMOTION COMMITTEE RECOMMENDATION

Indicate the recommendation and summarize the bases for it in teaching, scholarship, and service. If the recommendation is not unanimous, indicate the reasons. **Please report the numerical vote**. Complete the following statement and indicate the phrase or phrases that apply.

The Department Promotion and Tenure Committee recommends that

_____
(first) (middle) (last name)

By a vote of: _____ Approve ____ Deny_____ Absent ____Abstain

( ) be promoted to the rank of _____
( ) be retained in present rank
( ) be given a terminal appointment.

Signed: _____
Committee Chairperson **(Date)**

2. SIGNATURES OF MEMBERS OF THE DEPARTMENT CLINICAL FACULTY PROMOTION COMMITTEE

Voting members of the Department Promotion and Tenure Committee should **sign below and date**, indicating that they have read the complete contents of the "Statement" and have voted or abstained in the above recommendation. List any nonvoting members of the Committee.

T E M P L A T E

3. DEPARTMENT CHAIRPERSON'S RECOMMENDATION AND SIGNATURE

Provide in your own words your assessment of the candidate's performance and your recommendation. Indicate whether your recommendation is the same as or different from the committee's and why. Complete the following statement and indicate the phrase or phrases that apply.

This document includes the recommendation of the Department Clinical Faculty Promotion Committee. My recommendation, as Department Chairperson, takes into account its recommendation and the material contained herein. It is recommended that

_____

(first) (middle) (last name)

( ) be promoted to the rank of _____
( ) be retained in present rank
( ) be given a terminal appointment.

Signed: _____

Department Chairperson **(Date)**

T E M P L A T E

4. RECOMMENDATION OF THE COLLEGE CLINICAL FACULTY PROMOTION COMMITTEE **(with date)**

(Indicate numerical vote) By a vote of: _____ Approve ____ Deny_____ Absent ____Abstain

5. SIGNATURES OF THE COLLEGE CLINICAL FACULTY PROMOTION COMMITTEE **(with date)** (**Indicate numerical vote** and whether each member voted or abstained.)

6. RECOMMENDATION AND SIGNATURE OF THE COLLEGE DEAN (with date)

7. RECOMMENDATION AND SIGNATURE OF THE GRADUATE DEAN (with date)

T E M P L A T E

XIV. DEPARTMENT/COLLEGE GUIDELINES FOR CLINICAL FACULTY PROMOTION

Attach a copy of the Department/College Clinical Faculty Promotion Guidelines.

T E M P L A T E

PROMOTION AND TENURE

DOCUMENTATION APPENDIX

STATEMENT ON BEHALF OF:

_____
(Name)

_____
(Department)

_____
(College)

_____
(Date)