



CRITERIA AND PROCEDURES FOR PROMOTION OF CLINICAL FACULTY

Criteria and Procedures for Promotion of Clinical Faculty

ELIGIBILITY

Faculty at Salisbury University are eligible for promotion on the basis of their rank and degree as determined by the Office of Academic Affairs and recommendation by the CHHS Clinical Faculty Promotions Committee.

Clinical Faculty Promotion Committee: Selection, Membership, and Purpose

1. The CHHS Clinical Faculty Promotions Committee may consist of a maximum of two representatives at or above the rank of clinical associate professor within the College from each of the three schools. These faculty may not themselves be eligible for promotion during their term of service on the committee. The committee is charged with the task of reviewing each candidate eligible for promotion. All members of the CHHS Clinical Faculty Promotions Committee will be expected to vote on the final review of each candidate eligible for clinical faculty promotion. The committee will elect a chair who serves a two-year term. The duties of the chair include convening meetings and presiding over committee deliberations and activities. All materials submitted by faculty for consideration for promotion will be maintained in confidence and safekeeping by the CHHS Clinical Faculty Promotions Committee.
 - a. Each school will designate two clinical faculty at or above the rank of clinical associate professor to serve on the committee.
 - b. If there are fewer than two eligible clinical faculty, the school may designate tenured faculty at or above the rank of Associate Professor to fill their seats.
2. The CHHS Clinical Faculty Promotions Committee may appoint an ad hoc subcommittee charged with the task of revising clinical faculty procedures as circumstances change and addressing other business not related to the faculty review process that emerge. The ad hoc subcommittee will consist of at least three members, each of which must themselves be clinical faculty in the university or tenured faculty members from the CHHS. The CHHS Clinical Faculty Promotions Committee will decide on the membership and leadership of the ad hoc subcommittee.

PROCESS

1. Faculty members who seek promotion obtain a letter of eligibility for promotion from the Office of Academic Affairs and submit this with documentation that they have met the criteria for promotion to a school's clinical promotions committee as described in the Faculty Handbook.
2. Applications may be submitted by faculty either by Digital Measures or for those who were employed at SU prior to 2014, by another form of submission determined

by the school. All applications for promotion must be initiated through the submission of portfolio to a school clinical promotions committee, the school director, the CHHS Clinical Faculty Promotions Committee, and dean of the CHHS. The school clinical promotions committee, school director, CHHS Clinical Faculty Promotions Committee, and dean respectively, must add to the candidate's application file a written recommendation stating whether or not they endorse the candidate's promotion.

3. The school clinical promotions committee will review and discuss the candidate's portfolio and will write a letter of recommendation to be forwarded to the school director. Next, the school director will write a letter based on the candidate's application to be sent to the CHHS Clinical Faculty Promotions Committee. This letter is also forwarded to the candidate. A candidate may withdraw his/her application for promotion prior to submission to the school director.
4. The CHHS Clinical Faculty Promotions Committee reviews the completed file using the criteria established by the candidate's school policies and procedures and the faculty handbook. After CHHS review, a formal rebuttal letter can be included in the portfolio from the candidate prior to submission to the Dean.
5. The CHHS Clinical Faculty Promotions Committee sends its recommendations for faculty promotions to the CHHS Dean and notifies, in writing, the faculty member who has applied for promotion of its recommendation.
6. The CHHS Dean reviews recommendations for faculty promotion submitted by the CHHS Clinical Faculty Promotions Committee and makes recommendations for faculty promotion to the provost.
7. The provost makes recommendations for faculty promotion to the president.
8. The president in consultation with the provost makes final decisions regarding faculty promotion, and the president notifies faculty of these decisions in writing.
9. The provost and the president of the University may promote faculty who have not been recommended for promotion by their school promotions committees, school directors, CHHS Clinical Faculty Promotions Committee, or CHHS Dean.

TIMELINE

1. Establishment of promotion eligibility list by Office of Academic Affairs – September 15.
2. Submission of promotion file from the candidate to school clinical faculty promotions committees –February 15.
3. Report of promotions recommendations to School Director by school clinical faculty promotions committees – March 1.
4. Report of promotions recommendations to CHHS Clinical Faculty Promotions Committee by CHHS School Directors–March 15.
5. Report of promotions recommendations to CHHS Dean by CHHS Clinical Faculty Promotions Committee – March 30.
6. Recommendations for promotions to provost by CHHS Dean and notification in writing to applicant candidate – April 22.
7. Recommendations for promotion to president by provost – May 1.
8. Notification of promotion to candidate in writing by president – May 15.

CRITERIA FOR CLINICAL FACULTY PROMOTION

Although no equations are offered to measure relative importance of the criteria for evaluation, it is clear that excellence in teaching, the primary consideration for promotion, derives from a dedication to clinical expertise, professional development and a concern for the integrity of the profession and the institution. Therefore, attention will be given to effective teaching and clinical expertise. The various departments, programs, schools, and colleges should provide guidance concerning the activities that are appropriate for faculty.

1. Following are the CHHS Clinical Faculty Promotions Committee guidelines for using criteria to evaluate faculty promotion applications. The balance between the areas of teaching/advising and professional development is subject to professional peer evaluation within the following guidelines:
 - a. Teaching is the primary criterion for consideration. Clinical Assistant Professors are expected to be effective teachers; clinical associate and full professors are expected to be excellent teachers.
 - b. Evidence of clinical expertise with a focus on professional development activities that have enhanced the candidate's qualifications as a teacher and scholar. This includes maintenance of required licenses and/or certifications or acquisition of new professional credentials.

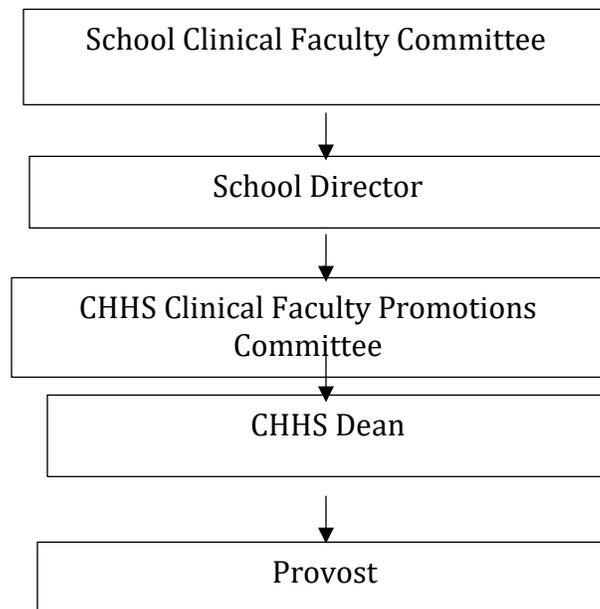
2. Individuals seeking promotion to the clinical assistant or clinical associate professor rank should not be required to provide evidence of excellence in any category. However, those seeking promotion to the rank of clinical full professor should be excellent in clinical expertise and teaching. For schools in which service and/or additional contributions are a requirement, those seeking promotion to clinical full professor should be excellent in those categories as well. Additionally, it should be understood that for promotion to any rank an individual need not provide evidence of excellent performance in all categories for each year.
3. As faculty members rise in clinical faculty rank, they will achieve wider recognition, enhanced portfolio, and the quality of professional activities expected will increase.
 - a. Teaching: Of primary importance to any faculty member recommended for promotion is the demonstration of and the reputation for exceptional teaching. It is the responsibility of the candidate for promotion to demonstrate and produce support of this teaching expertise. That support may take the form of self-evaluation, peer evaluation, student evaluation, and any other recognized evaluative measures which the candidate or the department selects, such as syllabi of new courses, samples of student work, and descriptions of innovative and creative classroom activities. Other factors will be considered, but promotion will not be granted without evidence of successful teaching.

Good teaching is the primary goal for faculty at Salisbury University. Good teaching implies the need for constant striving to improve and continual efforts to teach more effectively than previously. Good teaching includes fresh approaches to a course, innovations, creativity, designing productive experiments and field experiences, and eliciting creative work from students, and engaged pedagogy. Growth in teaching is demonstrated by specific activities such as creating new courses, revising curriculum and earning teaching awards because of improved teaching.

- b. Clinical expertise is defined as an area of specialization in knowledge and/or skills in which an individual develops a recognized level of know-how. The University expects clinical faculty to be professionally active as evidenced by contributions in their professional area(s) of specialization and by participation in the activities of academic and external communities. Candidates will not be considered for promotion if they have not engaged in sufficient activity to maintain required licenses and/or certifications.
- c. Statement of Additional Contributions. This is an opportunity for faculty who have responsibilities and duties related or in addition to teaching, including advising or mentoring or additional administrative duties which are part of their job expectations but outside the realm of full-time teaching, to describe those responsibilities and provide evidence as to their effectiveness in these additional roles. Optional for clinical faculty with no contractual obligations accompanying credit release.

- d. Statement of Evidence of Service: If service is a requirement of your school, those seeking promotion will detail the service contributions to the unit, college, university, and/or community. Service can include voluntary administrative duties, committee responsibilities, supporting student programs/activities, service participation to the professional organizations, and participation in external community activities.

College of Health and Human Services
Procedures for Clinical Faculty Seeking Promotion



Checklist of Required Material for Clinical Faculty Promotion

1. Curriculum Vita
2. Written statement of eligibility from the Office of Academic Affairs
3. Job Description
4. Application for Promotion: A 2-3-page introduction and overview with special attention paid to specific qualifications for promotions based on activities and development within the areas of teaching and clinical expertise.
5. Annual Chair's Evaluation with self-evaluations appended for the last four years
6. Letters of Support that reflect effective teaching and clinical expertise. (*maximum of five*)
7. Summary of Evidence of Effective Teaching: This is an opportunity for the candidate to describe teaching methodology, innovations, improvements, successes, and failures as well as curricular and program developments and revisions.
8. Supporting Evidence of Effective Teaching: The evidence might come in many forms but must at least include a) Some course materials developed by the applicant, including a syllabus, b) Clear and understandable summaries and analyses of student evaluations for the last four years, c) All student evaluations for the previous teaching semester, and d) Peer evaluations. A brief description of the evaluation process—when it occurred, under what circumstances, etc.—would also be helpful.
9. Summary and Evidence of Clinical Expertise and Professional Development. The candidate should summarize professional development activities. The candidate should focus special attention on the three most significant accomplishments since the applicant's last promotion and the ways in which those activities enhance the candidate's qualifications as a teacher and scholar. In addition, the candidate should include service activities related to their clinical expertise and/or profession.
10. Statement of Additional Contributions. (*Optional for clinical faculty with no contractual obligations accompanying credit release.*) This is an opportunity for the candidate who has responsibilities and duties related or in addition to teaching, including advising or mentoring or additional administrative duties which are part of their job expectations but outside the realm of full-time teaching, to describe those responsibilities and provide evidence as to their effectiveness in these additional roles.
11. Statement of Evidence of Service. The candidate should summarize service to the department, school, college, university, and community if required by the unit.
12. Addend. (*Optional*) The candidate may elect to include additional pertinent information, which falls outside the categories identified above.