




College	Health Solutions
Unit	Health Solutions
Document	Promotion Criteria for Clinical Faculty

Unit and college approval

Date of approval by the faculty	09/18/2023
Date of review by the dean	10/18/2023

Provost office approval

	
Vice Provost for Academic Personnel Patricia Friedrich	Date 5-9-2025

Appointment/Retention/Promotion Criteria: Clinical Assistant Professor

Clinical faculty are fixed-term faculty members who are qualified by training, experience, or education to direct or participate in specialized university functions, including teaching, student internships, training, or other practice components of degree programs. Responsibilities of clinical faculty may encompass any area of professional practice and/or technical expertise and may include professional development. (ACD 505-02)

As designated by the Dean's office, each Clinical Faculty may also be assigned a specific workload distribution related to program administration/coordination or any other relevant category. If, for example, a Clinical Faculty is assigned an administrative position that represents 30% of their workload, expectations for instructional, scholarship, and/or service responsibilities would be reduced as appropriate. In addition, scholarship/creative innovation is not a required or typical component of this position; however, an individual workload distribution of effort agreement may be modified to reflect a scholarship expectation. Scholarship or research which is not part of one's negotiated workload is considered under the teaching or professional service categories, as applicable.

Appointment Criteria

Appointment Criteria:

- A graduate degree appropriate for the area of expertise is required. Doctoral degrees (Ph.D. or other professional doctorate) are preferred.
- Depending upon the specific position, nationally-recognized credentials may be required, such as certifications or licensure.
- In the absence of a doctoral degree, a minimum of five years of relevant professional experience is required.

Inclusive Excellence

CHS expects all faculty to engage in efforts that advances ASU's charter of inclusive excellence. Candidates for promotion should include specific descriptions of their contributions to the ASU charter throughout their application portfolio.

Retention Criteria

Teaching/Instruction

Successful demonstration of teaching excellence in each of the following areas:

- **Prepare** educational materials and/or experience.
- **Design** learner experiences and the course of study or clinical experiences.
- **Deliver** educational materials and/or experiences to learners as assigned.
- **Assess** learner performance according to course or clinical objectives.
- **Revise**, update and translate instructional or clinical materials in accordance with developments in research, clinical knowledge, & educational specialty.
- **Mentor** students both formally in classes, through clinical supervision as instructor of record, or through independent learning experiences or projects as appropriate.
- **Work collaboratively** with Faculty, Teaching Assistants (TAs), Research Assistants (RAs), Graduate/Undergraduate student support staff, clinical staff/interns, and colleagues (e.g. Academic Associates; AAs) that support the individual's teaching as appropriate.
- **Engage** in professional pedagogical development activities to maintain and increase teaching effectiveness, and maintain certification if appropriate.

Service

Engage in at least **one** of the two following activities that contribute to the mission and productivity of the College and University or professional organizations, as defined by workload agreement, such as:

- **Academic Service:** Serves and/or assumes leadership on degree, college, or university level committees.
- **Professional Service:** Serves in a professional capacity at the community, local, state, and/or national level including clinical service(s) or clinical community events.

PLUS

- **Student Engagement:** Participates in CHS student recruitment, engagement, and retention activities, as well as activities designed to further inclusive excellence (required).

Scholarship (if indicated in workload)

Approved research and scholarly activities in the interest of the university can be negotiated as part of one's workload. *Team scientists need to verify intellectual contributions at one or more stages of manuscript development (e.g. design, implementation, and analysis activities)

- **Scholarly activities** relate to the:
 - o Development of instructional and learning theories, practices and procedures.

ORo Application of theory in the field to real world problems.

OR

- Integration of information (e.g. meta-analyses, literature reviews, presentations at conferences, workshop presentations at local, regional, or national and/or international levels).
- **Research** in one's chosen area(s) of professional or scholarly expertise, as evidenced by
 - Papers or presentations at regional or national meetings.
 - Publications in peer-reviewed journals, monographs, chapters in books, or other publications such as clinical materials, books, or edited volumes.

Clinical (if indicated in workload)

- **Provide** clinical services and/or clinical experiences.
- **Deliver** quality patient experiences in a clinical setting (as evidenced by quality outcomes metrics).
- **Engage** in professional development activities to maintain and increase clinical expertise, and maintain certification if appropriate.
- **Translate** current or innovative evidence, techniques, and/or tools into clinical practice.
- **Mentor** students through clinical supervision, or through independent learning experiences or projects as appropriate.
- **Work collaboratively**, as appropriate, with professionals, staff in related services areas or with community/business partners.
- **Comply** with clinic policies and professional ethics standards.
- **Improve the overall health of the community** by providing inclusive services, promoting access to services to underserved populations and working towards equitable outcomes.

Appointment/Retention/Promotion Criteria: Clinical Associate Professor

NOTE: As designated by the Dean's office, each Clinical Associate Professor may also be assigned a specific workload distribution related to program administration/coordination or any other relevant category. If, for example, a Clinical Faculty is assigned an administrative position that represents 30% of his/her workload, expectations for instructional, scholarship, and/or service responsibilities would be reduced as appropriate. In addition, scholarship/creative innovation is not a required component of this position; however, an individual workload distribution of effort agreement may be modified to reflect a scholarship expectation. Scholarship or research which is not part of one's negotiated workload is considered under the teaching or professional service categories, as applicable.

Appointment Criteria:

- A graduate degree appropriate for the area of expertise is required. Doctoral degrees (Ph.D. or other professional doctorate) are preferred.
- A minimum of **five** years of college/university-level teaching or equivalent qualifications and experience at ASU.
- **Demonstrate** ongoing evidence of commitment to CHS' and ASU's charter, mission, vision, and values.

Promotion and Retention Criteria:

Promotion to Clinical Associate Professor is based on the quality of evidence presented to demonstrate excellence in teaching, service, scholarship, and clinical work that advances the mission of the college. Promotion recognizes a quality of work higher than that expected for renewal and is not based solely on time in rank. Candidates must demonstrate excellence in day-to-day performance and expertise in all aspects of job performance responsibilities, evidence of initiative, demonstrated leadership and a commitment to service and clinical activities.

NOTE: As designated by the program/clinic director and/or Dean's office, each Clinical Associate Professor may also be assigned a specific workload distribution related to program and/or clinic administration/coordination or any other relevant category. If, for example, Clinical Associate Professor is assigned an administrative position that represents 30% of their workload, expectations for instructional, scholarship, service and/or clinical responsibilities would be reduced as appropriate. In addition, instructional scholarship/creative innovation is not a required or typical component of this position, however an individual workload distribution of effort agreement may be modified to reflect a scholarship expectation. If no scholarship component is defined, any productivity in this area may be viewed as an enhancement to overall productivity and personal achievement.

Required Qualifications

- A **graduate degree** appropriate for the area of expertise. Doctoral degrees (Ph.D. or other professional doctorate) are preferred.
 - In the absence of a doctoral degree, nationally recognized credentials in the field, such as certifications or licensure, are required
 - In the absence of a doctoral degree, at least **ten** years of relevant professional experience is required.
- A minimum of **five** years of college/university-level teaching is required with the majority of this time at ASU.

Inclusive Excellence Requirements

CHS expects all faculty to engage in efforts that advances ASU's charter of inclusive excellence. Candidates for promotion should include specific descriptions of their contributions to the ASU Charter throughout their application portfolio.

Teaching/Instruction

All requirements of Clinical Assistant Professor **plus** the following enhancements:

- **Demonstrate** sustained excellence at rank of Clinical Assistant Professor
- **Demonstrate** evidence of sustained high quality instructional and clinical skills and promise of continuing excellence as a teacher and clinical supervisor (as evidenced by peer and college reviews, reflection on course revisions, integration of educational innovations, etc.).
- **Demonstrate** a continuous record of excellence as an educator, as indicated by excellent, sustained student evaluation scores/ratings above the college norm.
- **Demonstrate** significant instructional contributions to the mission of the academic degrees, college, and university (such as development of new courses, degree programs, certificates programs, innovative pedagogical approaches, clinical experiences, etc.).
- **Demonstrates** regular analysis and evaluation of courses and makes modifications and improvements based on that analysis and evaluation.
 - Analysis and evaluation may include regular course evaluations, feedback from peer/mentor/instructional design, evaluation of assessment data as it relates to stated course objectives, grade distributions, informal student feedback, and evaluation of pedagogical practices relative to current advancements in pedagogy.
- **Active engagement** in the CHS mentoring program as a mentee
- **Application** of professional development to pedagogical growth
- **Active engagement** in student mentoring (Honors thesis/creative project, UGTA, GSA, Clinic)
- **Demonstrates** dedication to issues of inclusive excellence in pedagogical practices, activities, and content.

Demonstration of sustained and consistent activity in one or more of the following:

- **Nomination** or selection for local/national award for teaching or clinical work.
- **Presentation** at local, state, national and/or international conferences/workshops/courses related to instructional, clinical, and learning theories, practices, and procedures.
- **Presentation** at local, state, national and/or international conferences/workshops/courses related to one's chosen area(s) of professional expertise.
- **Serve** as chair or member of undergraduate theses or research projects and/or graduate students' scholarship (non-thesis project/paper; thesis; dissertation), or other extensive student experiential mentorship.
- **Attain** advanced credentials, if appropriate, within area(s) of expertise above those held in the position of Clinical Assistant Professor.

Service

All service requirements of Clinical Assistant Professor **plus** the following enhancements:

- Evidence of sustained, significant, and expanding breadth of service in a professional capacity at the academic or professional level
- Evidence of increasing levels of **responsibility/leadership** within at least one of the following units of service:
 - Academic
 - Professional
 - Community
 - Student

Scholarship (if indicated in workload)

All activities required of Clinical Assistant Professor **plus one of the** following enhancements

- **Mentoring** students in scholarly activities/projects such as poster/abstract submissions, presentations or manuscript submissions.
- Evidence of **increased leadership** in scholarly activities such as first/corresponding/senior author on publications or presentations at national or international conferences.
- **Participation** in external funding opportunities as Co-I (e.g. workforce development grants).
- **Participation** in translational teams and/or affinity networks.

Clinical (if indicated in workload)

Faculty must demonstrate work toward improving the overall health of the community by providing inclusive services that promote access and work towards equitable outcomes.

All activities required of Clinical Assistant Professor **plus one of the** following enhancements:

- **Development** of enhanced collaboration with community partners.
- **Enhancement** of clinical programs and program management.
- Evidence of **increasing quality delivery** of patient experiences in a clinical setting (evidenced by patient satisfaction scores or other patient experience metrics).
- Evidence of **increasing quality improvement** in health service delivery (as evidenced by quality outcome metrics).
- Demonstration of team-based care **leadership** in a clinical setting.

Appointment/Retention/Promotion Criteria: Clinical Professor

Promotion to Clinical Professor is based on the quality of evidence presented to demonstrate exceptional contributions in teaching, service, scholarship, and clinical work (as designated by workload), including significant leadership, that advances the mission of the college. Candidates must have consistent contributions to college and university service activities, or professional organization(s). Promotion recognizes a quality of work higher

than that expected for renewal and is not based solely on time in rank, as promotion to Clinical Professor is accompanied by the initiation of a multi-year contract. A reputation for excellence should be evident. Dedication to supporting initiatives to support the ASU charter is an expectation for promotion to Clinical Professor.

NOTE: As designated by the Dean's office, each Clinical Professor may also be assigned a specific workload distribution related to program administration/coordination or any other relevant category. If, for example, a Clinical Professor is assigned an administrative position that represents 30% of his/her workload, expectations for instructional, scholarship, service responsibilities would be reduced as appropriate. In addition, scholarship/creative innovation is not a required or typical component of this position, however an individual workload distribution of effort agreement may be modified to reflect a scholarship expectation. If no scholarship component is defined on the candidate's workload agreement, any productivity in this area may be viewed as an enhancement to overall productivity and personal achievement

Appointment Criteria:

- A Clinical Professor typically holds a doctoral or terminal degree
- Substantial and sustained record of excellent performance since the previous promotion. The majority of that service should be at ASU.
- When appropriate, evidence of continued certification/licensure/registration within his/her area(s) of expertise.
- When appropriate, evidence of attainment of advanced credentials within his/her area(s) of expertise.
- Evidence of sustained professional/clinical growth.
- A reputation of continued excellence with increased leadership responsibilities in other assigned areas, including but not limited to: administrative roles, scholarship and/or clinical experience that demonstrate an impact beyond CHS.
- Development and/or leadership of a project(s) that has/have substantial and broad impact on the college, university, and/or community. This impact must be demonstrated or justified through tangible metrics that exemplify its connection to the mission, vision, and values of the college.
- A minimum of **seven** years of college/university-level teaching experience is required, with the majority of this time at ASU, and a sufficient amount of time to demonstrate sustained excellence and continued growth since their last promotion.

Inclusive Excellence Requirements

CHS expects all faculty to engage in efforts that advances ASU's charter of inclusive excellence. Candidates for promotion should include specific descriptions of their contributions to the ASU charter throughout their application portfolio.

Retention/Promotion Criteria

Teaching/Instruction

All requirements of Clinical Associate Professor plus **one** or more of the following enhancements:

- **Demonstrates** sustained excellence at rank of Clinical Associate Professor
- **Demonstrates** evidence of sustained high quality instructional skills and promise of continuing excellence as a teacher through:
 - Positive peer reviews
 - Sustained course evaluation scores above the college mean
- **Demonstrates** regular analysis and evaluation of courses and makes modifications and improvements based on that analysis and evaluation.
 - Analysis and evaluation may include regular course evaluations, feedback from peer/mentor/instructional design, evaluation of assessment data as it relates to stated course objectives, grade distributions, informal student feedback, and evaluation of pedagogical practices relative to current advancements in pedagogy.
 - Analysis and evaluation process should be supported and attested to by the individual's mentor and/or program director(s)
- **Application** of professional development to pedagogical growth
- **Active engagement** in student mentoring
- **Demonstrates** dedication to issues of inclusive excellence through documented application of inclusive pedagogical practices, activities, and content.
- **Develops** and/or implements innovations and advancements in instructional methods, delivery, activities, and evaluation techniques exemplifying pedagogical growth for an experienced teacher.
- **Dissemination of pedagogical expertise** through any of the following:
 - **Presentations** at college, university, regional, national, and/or international conferences/workshops/courses related to instructional design/practices, procedures, learning theories (presenter, program moderator, conference planner, etc.)
 - **Publications** (not necessarily peer-reviewed journals) related to instructional and learning theories, practices, and procedures
 - **Publication and/or development** of instructional materials including textbooks, laboratory manuals, computer software, and educational training manuals
- **Attainment** of advanced credentials, when appropriate, within area(s) of expertise above those held in the position of Clinical Associate Professor.

Service

All service requirements of Clinical Associate Professor **plus** the following enhancements:

- Effective mentoring of junior/early career faculty in the CHS mentoring program as a mentor is required. Mentoring may be individual and/or group.
- Exceptional, sustained, and increasing depth of service in a professional capacity at academic, community, and/or professional level(s) in a clear focus area related to their professional and/or instructional expertise

- Significant leadership roles advancing the mission of the college within at least one of the following units of services:
 - Academic
 - Community
 - Professional
 - Student engagement and/or retention

Scholarship (if indicated in workload)

All factors required of Clinical Associate Professor **plus** the following enhancements:

Evidence of increased leadership beyond the associate level such as:

- Mentoring students in scholarly activities/projects such as poster/abstract submissions, presentations or manuscript submissions.
- Additional and more expansive professional presentations and/or publications (not necessarily peer-reviewed journals) related to instructional and learning theories, practices, and procedures and/or one's chosen area(s) of professional or scholarly expertise. OR
- Participates in and/or leads efforts to obtain external funding (e.g. workforce development grants) to support scholarship efforts. OR
- Serves as in a leadership role on a translational team and/or affinity networks.

Clinical (if indicated in workload)

Faculty must demonstrate work toward improving the overall health of the community by providing inclusive services that promote access to services and work towards equitable outcomes.

All activities required of Clinical Associate Professor **plus two of the** following enhancements:

- **Sustained** enhanced clinical partnership with community partners.
- Evidence of **sustained growth and/or enhancement** of clinical programs and program management within the clinical learning environment.
- Evidence of **continued growth** of quality delivery of patient experiences in a clinical setting (evidenced by patient satisfaction scores or other patient experience metrics).
- Evidence of **sustained quality improvement** in health service delivery (as evidenced by quality outcome metrics).
- Demonstration of team-based care **leadership** in a clinical setting.