


<b>College</b>	<b>The College of Liberal Arts and Sciences</b>
<b>Unit</b>	<b>School of International Letters and Cultures</b>
<b>Document</b>	<b>Guidelines for Promotion of Clinical Professors</b>

**Unit and college approval**

<b>Date of approval by the faculty</b>	<b>March 25, 2026</b>
<b>Date of review by the dean</b>	<b>March 30, 2026</b>

**Provost office approval**

	<b>March 31, 2026</b>
<b>Vice Provost for Academic Personnel Patricia Friedrich</b>	<b>Date</b>

## GUIDELINES FOR PROMOTION OF CLINICAL PROFESSORS IN THE SCHOOL OF INTERANATIONAL LETTERS AND CULTURES

### **Clinical faculty**

1. Clinical faculty are fixed-term faculty members who are qualified by training, experience, or education to direct or participate in specialized university functions, including program building and development, teaching, student internships, training, or other practice-related 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).
2. Clinical faculty typically have a significant focus on practice, although there is substantial flexibility in how they balance various activities.
3. Clinical faculty may be appointed at the rank of assistant, associate, or full professor. Rank designates the degree to which a faculty member has achieved recognized expertise in the work they do, demonstrate program- or enterprise-level success, and the degree to which they demonstrate leadership and impact in their area of expertise. Clinical faculty are expected to uphold the principles and ideals of the school and university.

### **A. CRITERIA FOR PROMOTION TO CLINICAL ASSOCIATE PROFESSOR**

Candidates for promotion to Clinical Associate Professor must have a minimum of five years' experience at the rank of Clinical Assistant Professor at ASU and can request consideration for promotion as early as the spring semester immediately preceding the academic year during which the case will be reviewed.

The year the case is reviewed may count toward the five-year eligibility requirement.

The case for promotion will rest heavily on demonstrated excellence in service, professional development, research, and/or teaching (if applicable). Given the broad range of foci, responsibilities, and expectations associated with clinical faculty, specific criteria for promotion will depend on the candidate's established workload distribution. The Personnel Committee will look for indication of the candidate's past and potential contributions toward advancing excellence in the unit's instructional programs, activities, and offerings. Such evidence may include:

#### **Program Management, Development, Supervision, and Service**

Candidates are expected to have demonstrated excellent contributions in areas such as: program planning, management, and supervision; supervision of multi-section courses; observing and evaluating other instructional personnel in virtual and face-to-face classrooms; examining, critiquing, and collaboratively constructing course shells and syllabi; mentoring instructors; handling student questions and complaints; engaging in community outreach; and providing service to professional organizations. Leadership roles and significant participation—both in terms of quality and quantity—in School, College, or University activities are desirable.

#### **Professional Development**

Evidence of ongoing professional development is required. Such evidence shall consist of several examples from among the following: mastering and adopting innovative and effective pedagogical theories and practices; participation in appropriate professional workshops and conferences; receiving grants or honors; and publishing scholarly works, including editing or authoring textbooks. Professional

development that improves instruction while also enhancing the reputation of the unit's programs is especially valued.

### **Instructional Activity**

If applicable, the candidate is expected to demonstrate excellence in teaching. Excellent teaching is determined through student evaluations consistently above unit norms and faculty peer evaluations. Additionally, teaching awards and honors are strong positive indicators. The candidate for promotion must have contributed to curriculum development through the creation of new courses, revision of existing courses, and ongoing program evaluation.

### **Research**

If applicable, the candidate is expected to demonstrate excellence in research, commensurate with their workload distribution. Evidence of research excellence may include one of the following: scholarly publications (e.g., peer-reviewed journal articles, book chapters, authored or edited academic monographs or textbooks), presentation of research (e.g., conference papers, invited lectures, and workshops) or successful grant applications.

## **B. CRITERIA FOR PROMOTION TO CLINICAL FULL PROFESSOR**

While there is no minimum period in rank required for promotion, candidates for promotion to Clinical Full Professor are expected to document a substantial and sustained record of excellent performance since the previous promotion/appointment, with a majority of service occurring at Arizona State University. Candidates should request consideration for promotion in the spring semester immediately preceding the academic year during which the case will be reviewed. Clinical Professors can be hired at the Associate level. While a majority of their service should occur at ASU, some previous service at rank could be considered.

The case for promotion will rest heavily on demonstrated excellence in either/or service, professional development, research, and/or teaching (if applicable). Given the broad range of foci, responsibilities, and expectations associated with clinical faculty, specific criteria for promotion will depend on the candidate's established workload distribution. The Personnel Committee will look for indication of the candidate's past and potential contributions toward advancing excellence in the unit's instructional programs, activities, and offerings. Such evidence may include:

### **Program Management, Development, Supervision, and Service**

Candidates are expected to have demonstrated leadership and excellence in areas such as program planning, management, and supervision of program building; supervision of multi-section courses; observing and evaluating other instructional personnel in virtual and face-to-face their classrooms; examining, critiquing, and collaboratively constructing course shells and syllabi; mentoring instructors; handling student questions and complaints; engaging in community outreach; and providing service to professional organizations. Leadership roles and significant participation—both in terms of quality and quantity--in School, College, or University activities are expected.

### **Professional Development**

Evidence of ongoing professional development is required. Such evidence shall consist of several examples from among the following: mastering and adopting innovative and effective current pedagogical theories and practices on the program level; participation in national and international professional

workshops and conferences; leadership roles in national and international service; receiving grants or honors; and publishing scholarly works in reputable presses and journals, including editing or authoring textbooks. Professional development that improves instruction while also enhancing the reputation of the unit's programs is especially valued.

### **Instructional Activity**

If applicable, the candidate is expected to demonstrate excellence in teaching. Excellent teaching is determined through student evaluations consistently above unit norms and faculty peer evaluations. Additionally, teaching awards and honors are strong positive indicators. The candidate for promotion must have contributed to significant curriculum development through the creation of new courses and programs and revision and redesign of existing courses and programs.

### **Research**

If applicable, the candidate is expected to demonstrate excellence in research, commensurate with their workload distribution. Evidence of research excellence may include a combination of the following: scholarly publications (e.g., peer-reviewed journal articles, book chapters, authored or edited academic monographs or textbooks), presentation of research at national and international academic venues (e.g., conference papers, invited lectures, and workshops), and successful grant applications.