

**Criteria for appointment, promotion, and retention of Clinical Track Faculty**

**School for the Science of Health Care Delivery**

**Approved by the faculty of the School on ­­­­10/17/2016**

**Approved by the Dean on 10/25/2016**

Arizona State University

School for the Science of Health Care Delivery

**Appointment/Promotion Criteria**

**Clinical Assistant Professor**

**NOTE:** Clinical faculty are qualified by training, experience, and/or education to direct or participate in specialized instructional functions, including teaching undergraduate and/or graduate courses, supervising student internships, conducting professional training, and/or other practice components of degree programs. Responsibilities of clinical faculty may encompass any area of professional practice and/or technical expertise and often encompass a scope of practice as defined by one or more nationally recognized credential, license, registration, or similar acknowledgement of specialized knowledge and skills.

As designated by the SHCD Director, 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 his/her workload, expectations for instructional, scholarship and 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. If no scholarship component is defined, any productivity in this area may be viewed as an enhancement to overall productivity and personal achievement.

**Appointment Criteria:**

* Post-graduate degree in the declared area of specialization.
* Rarely, a candidate may qualify on the basis of his/her unique, highly specialized, and/or highly advanced level of professional practice in specializations where advanced degrees are not typically required.
* Depending upon the specific position, a doctoral degree may be a desired qualification
* Depending upon the specific position, national credentials may be required.
* A minimum of 3 years of full-time relevant clinical/professional experience (or its equivalent on a part-time basis) is required.
* Prior experience at a college or university is highly desired and may be required for some positions.

**Retention Expectations:**

Teaching:

* Teach/supervise students as assigned.
* Participate in planning, evaluating, and revising of assigned courses.
* Guide, assess, and evaluate students' work
* Synthesize and integrate research evidence and clinical/community outcomes into classroom teaching and clinical/field instruction as appropriate.
* Engage in activities to maintain and increase clinical/professional expertise and teaching effectiveness. Student course evaluations for instructor effectiveness and course effectiveness should be at minimum of 3 on a scale of 1-5 with 1= strongly disagree (poor performance) and 5=strongly agree (outstanding performance). In addition to student evaluations, peer evaluations of classroom teaching and instructional materials are acceptable as indicators of teaching effectiveness (e.g., syllabus, graded and ungraded assignments, grading rubrics, etc.).

Additional requirements:

* Demonstrates comprehensive and current knowledge in field of expertise.
* Demonstrates the ability to transmit and extend that knowledge to students as evidenced by positive student and peer evaluations.
* Applies knowledge of professional and educational specialty in the teaching/learning process.
* Engages in clinical/professional practice and continuing education to maintain certification, if required.
* Provides professional mentorship to enhance student outcomes.

Service:

* Participates in assigned and voluntary activities that contribute to the mission and productivity of the School, College, and University; to professional organizations; and/or the health of the community at large.
* Serves and/or assumes leadership on unit level committees or assignments.
* Participation on College and/or University level committees is recommended.
* Demonstrates participation in a professional organization at the local, state, or national level.
* Attendance at continuing education/professional development activities.
* Presentation at workshops at local, state, and national level.

Scholarship:

Programmatic research and associated activities such as the acquisition

of external funding, publication of manuscripts, and presentation of papers at

professional meetings are not required, although some may

engage in those activities as a form of professional growth. Evidence of the individual's activity in the area of professional growth could include

but is not limited to:

* Papers or presentations at state and national conventions.
* Publications in peer-reviewed journals, monographs, chapters in books, or
* Other publications such as clinical materials.

**Minimum experience expectation of excellence in teaching/mentoring needed for promotion to the Clinical Professor rank is consistent with Arizona State University policy and guidelines (**[Academic Affairs Manual (ACD)](http://www.asu.edu/aad/manuals/acd/acd506-05.html), [Hiring and Advancing Instructional Faculty Appointments](https://provost.asu.edu/sites/default/files/guidance-for-instructional-faculty-appointments.pdf))

**Clinical Associate Professor**

**NOTE:** Clinical faculty are qualified by training, experience, and/or education to direct or participate in specialized instructional functions, including teaching undergraduate and/or graduate courses, supervising student internships, conducting professional training, and/or other practice components of degree programs. Responsibilities of clinical faculty may encompass any area of professional practice and/or technical expertise and often encompass a scope of practice as defined by one or more nationally recognized credential, license, registration, or similar acknowledgement of specialized knowledge and skills.

As designated by the SHCD Director, 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 his/her workload, expectations for instructional, scholarship and 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, any productivity in this area may be viewed as an enhancement to overall productivity and personal achievement.

**Appointment Criteria:**

* Equivalent qualifications and experience appropriate for a clinical associate professor is preferable.
* In some cases, a post-graduate degree would be expected and desired.
* A minimum of five years of college/university-level teaching or equivalent qualifications and experience
* 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.

**Criteria for Promotion to Clinical Associate Professor:**

Time in Rank:

* A minimum of five years of college/university-level teaching or equivalent qualifications and experience:
	+ This can include time spent outside of ASU at the assistant level, but for the five-year requirement to be attained, one must spend the majority of those five years (minimum of three out of five) at ASU

Teaching:

All factors required of Clinical Assistant Professor plus the following enhancements:

* Evidence of sustained high quality instructional skills and promise of continuing excellence as a teacher as evidenced by student and peer evaluations, and a continuous record of successful implementation of a defined philosophy of student learning as measured by course objectives and outcomes.
* A continuous record of excellence as an educator, regularly achieving evaluation scores/ratings/rankings that meet or exceed guidelines established in the annual performance review.
* Significant instructional contributions to the mission of the academic units (School, College, University).
* Although not required, nomination or selection for local/national awards for teaching will provide additional evidence of excellence in instruction.
* Where appropriate, evidence of attainment of advanced credentials within his/her area(s) of expertise will demonstrate continued acquisition of professional knowledge and skills.
* Attendance at local, state, and/or national conferences/workshops/courses related to instructional and learning theories, practices, and procedures.
* Attendance at local, state, and/or national conferences/workshops/courses related to one’s area(s) of professional expertise.

Service:

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

* Leadership of School, College and/or University level committees.
* Membership in School, College and/or University level committees.
* Evidence of sustained, significant, and expanding service within academic, community, and/or professional units since appointed as a Clinical Assistant Professor.
* Service as chair or member of undergraduate theses or research projects and/or graduate students’ scholarship (non-thesis project/paper; thesis; dissertation).
* Evidence of increasing levels of responsibility within at least one of the units of service.
* May serve in elected/appointed position in one or more professional organizations at the local, state, and/or national level.
* Attendance at continuing education/professional development activities.
* Presentation of workshops at local, state, and national level-peer reviewed or invited.

Scholarship:

Programmatic research and associated activities such as the acquisition

of external funding, publication of manuscripts, and presentation of papers at

professional meetings are not required, although some may

engage in those activities as a form of professional growth. Evidence of the individual's activity in the area of professional growth could include

but is not limited to:

* Papers or presentations at state and national conventions.
* Publications in peer-reviewed journals, monographs, chapters in books, or
* Other publications such as clinical materials.

**Minimum experience expectation of excellence in teaching/mentoring needed for promotion to the Clinical Professor rank is consistent with Arizona State University policy and guidelines (**[Academic Affairs Manual (ACD)](http://www.asu.edu/aad/manuals/acd/acd506-05.html), [Hiring and Advancing Instructional Faculty Appointments](https://provost.asu.edu/sites/default/files/guidance-for-instructional-faculty-appointments.pdf))

**Clinical Professor**

**NOTE:** Clinical faculty are qualified by training, experience, and/or education to direct or participate in specialized instructional functions, including teaching undergraduate and/or graduate courses, supervising student internships, conducting professional training, and/or other practice components of degree programs. Responsibilities of clinical faculty may encompass any area of professional practice and/or technical expertise and often encompass a scope of practice as defined by one or more nationally recognized credential, license, registration, or similar acknowledgement of specialized knowledge and skills.

As designated by the SHCD Director, 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 his/her workload, expectations for instructional, scholarship and 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, any productivity in this area may be viewed as an enhancement to overall productivity and personal achievement.

**Appointment Criteria:**

* A Clinical Professor normally holds a terminal degree in the field.
* Typically seven years of college/university-level teaching experience is expected:
* There must be evidence of continued excellence in meeting expanded responsibilities in other assigned areas, such as administrative roles and/or scholarly activities.

**Criteria for Promotion to Clinical Professor:**

Time in Rank:

* Typically seven years of college/university-level teaching experience is expected:
	+ The seven-year period includes the minimum of five years that is counted towards the associate professor level. The majority of time needs to be spent at ASU (five out of the seven years)

Teaching:

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

* Consistent and sustained development and/or implementation of innovations and advancements in instructional methods, delivery, activities, and evaluation techniques.

Should demonstrate the following:

* Active participation in state and/or national conferences/workshops/courses related to instructional and learning theories, practice and/or procedures (presenter, program moderator, conference planner, etc).
* Consistent and sustained development of new courses, academic programs, online courses, online programs, etc.
* Should demonstrate active participation in state and/or national conferences;
* Evidence of attainment of advanced credentials within his/her area(s) of expertise will demonstrate continued acquisition of professional knowledge and skills.

Service:

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

* Exceptional, sustained, and expanding service within academic, community, and/or professional units since promotion to or appointment as Clinical Associate Professor.
* Evidence of increasing levels of responsibility, including significant leadership roles, within at least one unit of service (academic, community, and professional) since promotion to or appointment as Clinical Associate Professor.

Scholarship:

The faculty member must have made excellent contributions of a scholarly nature to the

Science of Health Care Delivery at the national level. These activities could

include but are not limited to:

1. Workshop presentations at a national level.
2. Papers or presentations at national conventions.
3. Publications in peer-reviewed journals, monographs, chapters in books, or other

publications such as clinical materials.

1. Invited presentations
2. Grant submissions

Other:

* There must be evidence of continued excellence in meeting expanded responsibilities in other assigned areas, such as administrative roles.

**RESEARCH FACULTY**

**Overview:**

**ACD 505-02:** Research faculty are nontenured, nontenure-eligible faculty members who are qualified to engage in, be responsible for, or oversee a significant area of research or scholarship. They may also serve as principal or co-principal investigators on grants or contracts administered by the university. Research faculty may serve on appropriate department and graduate supervisory committees, but must serve as co-chairs of graduate supervisory committees. Generally, assistant research professors are appointed on one-year terms. Associate research and research professors may be appointed on one-year or multiple-year terms of up to three years, provided they possess the experience, expertise, or qualifications, established over a sustained period of time, that qualify them to advance the university’s research mission and to perform other duties the dean determines will enhance the goals of the assigned academic unit or program in a substantial way.

**Unit Criteria:**

1. **Excellence in scholarship: Demonstrated support or facilitation of research with clear indicators of expertise in chosen field of study.** A successful candidate will present evidence that he or she is contributing to the School’s mission in important ways that are clearly visible and significant; that he or she is supporting the research and scholarship efforts of faculty within the School for the Science of Health Care Delivery (SHCD) or is conducting high quality research as a principal investigator as judged by peers; and that he or she is a valuable research collaborator in the School. A successful candidate is able to clearly articulate how he or she has promoted the research agenda of the School.

Evidence:

* Successful grantsmanship, as evidenced by collaborative submissions with SHCD faculty, positive methods and analysis reviews by study sections, or interdependent role on funded projects within SHCD.
* Dissemination of collaborative work in leading peer-reviewed journals of the discipline(s), with the expectation of at least 3 per year as contributing (non-primary) author.
* Sustained trajectory of significant supportive activities for faculty’s research and scholarship efforts and graduate student activities.
* Evidence of continued development of expertise in a focused area. Activities might include participation in workshops, development of a novel program or analysis framework, or publishing methodologic work as a sole/primary author.
1. **Excellence in service to the University:** The programs expect that the candidate will have established a service record to the unit, the College, and/or the university. Exceptional quality of service should be assessed in terms of graduate student supervision.[[1]](#footnote-1)

Evidence:

* Student successes/accomplishments such as awards, presentations at national meetings and/or publications
* Contribution to the successes of CHS Research Centers
* Collaborations with tenure-track, tenured, and clinical track CHS faculty.

1. ACD505-02 [↑](#footnote-ref-1)