

Guidelines for Promotion of Full-Time Clinical Faculty
(Supplement to the College Tenure and Promotion Policy)
Department of Applied Physiology and Kinesiology

Overview

Full-time clinical professors in the Department of Applied Physiology and Kinesiology in the College of Health and Human Performance at the University of Florida share all of the rights and responsibilities of tenure track faculty members, but are not eligible for tenure. Guidelines for tenure and promotion at the University of Florida state that criteria for promotion “shall be relevant to the performance of the work that the faculty member has been employed to do and his/her performance of the duties and responsibilities expected of a member of the university community.” Clinical professors may perform teaching, research, and service functions, and will be evaluated for promotion based on their specific assignments. Faculty in this line should have assignments in at least two of the three areas to varying extents depending on the roles to which they are assigned. This document is intended to supplement College Tenure and Promotion policies and procedures to provide clarification regarding criteria and procedures for promotion of full-time clinical faculty.

The performance of promotion candidates requires *distinction* in the area or areas of primary assignment and at least satisfactory performance in any other assigned areas. The Department Chair will determine ‘primary assignment’ in consultation with the promotion candidate. *Distinction* is characterized by performance that exceeds the expected, typical performance of a candidate of similar rank and assignment in the candidate’s field. Furthermore, activities that contribute to the mission of the Department and the advancement of the candidate’s discipline are important considerations.

Different criteria are applied depending on the level of the promotion involved. An individual applying for promotion from assistant to associate clinical professor is expected to have demonstrated distinction in the primary assigned duties, and at least emerging leadership with respect to assigned duties. A candidate applying for promotion from associate to full clinical professor is expected to demonstrate a continuing level of productivity that merits distinction in the primary assignment, as well as a high level of leadership in the primary area(s) of assigned duties (i.e., teaching, research and scholarship, and/or professional service, including administration).

Promotion procedures for full-time clinical faculty parallel those for tenure-track faculty. Candidates complete the university's standard promotion packets and follow the university's promotion guidelines. Candidates determine the appropriate timing of promotion applications in collaboration with their Department Chair. Candidates are eligible for promotion when ready, per University guidelines. However, accomplishments required for promotion are typically achieved across six or more years of continuous, in-rank, full-time service, similar to promotion of tenure-track faculty.

Criteria for Promotion for Clinical Faculty

I. Overall Criteria

Promotion of clinical faculty is based on demonstration of distinction in the area of primary assignment and acceptable performance in all other assigned areas. *Distinction* is characterized by performance that exceeds the expected, typical performance of a candidate of similar rank and assignment in the candidate's field. *Quality* of performance will be judged more important than *quantity* in evaluating contributions.

A. A candidate applying for **promotion from Assistant to Associate Clinical Professor** is expected to have demonstrated distinction in the primary assigned area, and at least emerging leadership with respect to assigned duties. Demonstrate regional or national recognition for individual and program.

B. A candidate applying for **promotion from Associate Clinical Professor to Clinical Professor** is expected to demonstrate a continuing level of productivity that merits distinction in the primary assignment, as well as a high level of leadership in the other area(s) of assigned duties. Demonstrate national recognition for individual and program.

II. Major Sources of Evidence

Teaching

Distinction in teaching must include evidence of scholarship (e.g. dissemination of analysis and / or self-study of teaching practices). Depending on the nature of the candidate's teaching assignment, possible sources of evidence to demonstrate distinction in teaching may include, but are not limited to:

- Evidence of self-reflection, study, and development/improvement of teaching performance.
- Publications related to teaching and professional practice.
- Student evaluations showing satisfactory performance (above the 70th percentile) in classroom teaching.
- Student evaluations showing distinction in teaching (above the 80th percentile) in classroom teaching.
- Peer and chair evaluations of teaching indicating average or better ratings of teaching content and classroom performance based on direct observations.
- Nomination or receipt of regional or national awards for teaching and/or advising.
- Evidence of innovative development of new courses, instructional materials, technological innovations, and syllabi.
- Evidence of providing professional development for practicing professionals with appropriate follow-up support beyond delivery of professional development.
- Leadership on committees related to teaching.
- Collaboration with UF faculty to translate traditional university-based coursework to apply to job-embedded programs.

- Evidence of professional mentoring of students, novice or graduate students, and/or colleagues.
- Evidence of leadership roles at the State, District or National level related to discipline-specific teaching.
- Students pass rate on national certifying examination (e.g., Board of Certification examination for athletic training).
- Student recognition at regional or national meetings (e.g., Quiz Bowl championship at District or National level).

Research

Distinction in research shall be based in part on the written opinions of external reviewers who themselves are recognized as outstanding researchers in the candidate's area of specialization. Depending on the nature of the candidate's research assignment, sources of evidence to demonstrate *distinction* in research may include, but are not limited to:

- Development of an independent line of research and/or progress toward the establishment of a regional or national reputation based on research contributions in one's field
- Publications that are appropriate to the candidate's field, such as articles in peer-reviewed periodicals, books, monographs, chapters, and reviews.
- Leadership roles in appropriate research-oriented professional associations.
- Established regional/national/internationally reputation based on research and/or expertise.
- Nomination or receipt of regional or national awards for research activity.
- Student advisee receipt of regional or national award for research
- Research lectures, speeches, workshops, or papers presented at state, regional, national, or international meetings.
- Documented leadership roles (e.g., PI, Co-PI, Co-Investigator, Director, Coordinator, Co-Author, Project Manager) on research grants.

Service

Distinction in service must include evidence of scholarship. Depending on the nature of the candidate's service assignment, sources of evidence to demonstrate *distinction* in service may include but are not limited to:

- Program evaluation reports, technical reports, monographs, accreditation reports.
- Presentations/publications about service, clinical activities or programs.
- Supervisor or peer evaluations or other evaluative evidence indicating substantial service with above average performance.
- Evidence of continued professional development and improvement in service/administrative performance (e.g., attendance/participation at state, regional, national or international workshops, seminars, symposia, etc.).
- Nomination or receipt of regional or national awards for service.
- Clinical service and/or supervision of students at affiliate sites.
- Evidence of service or consultation to department, college or university committees; community-based organizations, and the profession.

- Leadership roles in shaping professional policy at the local, state, and/or national level.
- Leadership roles in professional organizations as evidenced by election or appointment to offices or committees.
- Demonstrated service in an editorial capacity for the profession (e.g., journals, textbooks).
- Completion of national or regional program accreditation.
- Creating and/or renewing contracts associated with affiliate clinical sites.

Procedures for Promotion of Clinical Faculty

Promotion procedures for full-time clinical faculty parallel those of tenure-track faculty. Candidates determine the appropriate timing of promotion applications in collaboration with their Department Chair. Candidates are eligible for promotion when ready, per University guidelines. However, accomplishments required for promotion are typically achieved across six or more years of continuous, in-rank, full-time service, similar to promotion of tenure-track faculty.

1. Similar procedures apply to clinical faculty seeking promotion as for any tenure track faculty seeking promotion to the next rank. University procedures as specified in university guidelines, including packet preparation and deadlines, are followed with exceptions noted in this document.
2. Clinical faculty seeking promotion will present a case using the University of Florida tenure and promotion packet. While all sections of the packet must be completed, the assigned activities of the faculty member dictate the criteria applied and which portions of a packet receive greatest attention.
3. Percent assignments shown in the packet should accurately reflect the candidate's actual assignments and activities over the period of employment. For example, a candidate may be assigned to teach, advise, develop courses, administer the clinical portion of a program, and engage in faculty governance activities. The assignment, therefore, should not be shown as 100% instructional if, in fact, service (governance, administrative, or other) was assigned. If the assignment has been 100% instructional, then one should indicate "Not Applicable" (not 0%) on the summary table in the areas of research and service.
4. Letters of evaluation by faculty of superior rank in the candidate's field are required for the promotion of clinical faculty:
 - a. The College expects 5 (five) letters of evaluation. Evaluation letters shall come from external (i.e., outside the College) sources.
 - b. The Department Chair will follow the same guidelines for soliciting evaluation letters and preparing bio sketches of the reviewers as is done for tenure track faculty.
 - c. Evaluators should be informed about the candidate's primary assignment duties and the evaluation criteria for clinical faculty.
 - d. Evaluation letters should provide an assessment of the candidate's accomplishments in the primary area of assigned responsibility (i.e., teaching or research).
 - e. All letters received will be used in the packet.

5. Peer evaluation(s) of teaching, including visitations to classes and review of syllabi, examinations and other instructional materials are required for candidates with a teaching assignment. Frequency of peer evaluation(s) should be determined by the Department Chair based on teaching assignment of faculty member.
6. College and Department policies regarding mentoring programs shall also apply to clinical faculty.
7. Annual evaluation of clinical faculty should occur by the Department Chair. Additionally, a mid-cycle review (or pre-promotion review) should occur toward the end of the third or fourth year using the same process as pre-tenure reviews to provide the clinical faculty member with feedback about progress toward promotion.
8. Faculty voting on promotion of clinical faculty:
 - a. Faculty voting on promotion of Clinical Assistant Professor to Clinical Associate Professor will be by faculty of superior rank in the unit, i.e., Associate and Full Professors.
 - b. Faculty voting on promotion of Clinical Associate Professor to Clinical Professor will be by faculty of superior rank in the unit, i.e., Full Professors.
9. Clinical faculty promotion cases will be discussed by the Departmental Tenure and Promotion Committee. As with other tenure and promotion cases in the Department, clinical faculty promotion candidates will be discussed and voted upon by secret ballot.
10. Clinical faculty promotion cases shall be forwarded to the College of Health and Human Performance Promotion and Tenure committee for review.

Passed by APK Tenure and Promotion Committee: April 13, 2012

Approved by Dean Steve Dorman: April 24, 2012