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 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 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:

- **Terminal degree** in the desired area of specialization is preferred
- 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 (e.g. culinary sciences)
- Depending upon the specific position, a doctoral degree may be a desired or required qualification
- Depending upon the specific position, national or state licensure or other credentials may be required
- Typically, a minimum of 3 years of full-time relevant clinical/professional experience (or its equivalent on a part-time basis) is required

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

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• **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, 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 development activities to maintain and increase professional or clinical expertise, teaching effectiveness, and maintain certification if appropriate.
• **Comply** with clinic policies and professional ethics standards if applicable

**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 the University’s mission of diversity and inclusion (required)

**Scholarship (if indicated)**
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** related to the
  - Development of instructional and learning theories, practices and procedures
  - Application of theory in the field to real world problems
  - Integration of information (e.g. meta-analyses, literature reviews, presentations at conferences, workshop presentations at local, regional, or national and/or international levels)

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• **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

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**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 **terminal degree** appropriate for the area of expertise is required
- In some, but not all, instances a doctoral 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
- Evidence of sustained professional/clinical growth

**Promotion and Retention Criteria:**

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

- **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)

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And 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)
- **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 service in a professional capacity at the academic or professional level since appointment as Clinical Assistant Professor
- Evidence of increasing levels of responsibility within at least one of the three units of service (academic, professional, and student) since appointment as Clinical Assistant Professor

**Scholarship (if indicated)**
All activities required of Clinical Assistant Professor plus one of the following enhancements

- 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

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**Appointment/Retention/Promotion Criteria: 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, 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. **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**

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Required Qualifications:

- A Clinical Professor normally holds a doctoral degree or appropriate terminal degree although there is no absolute mandate for a doctoral degree.
- Substantial and sustained record of excellent performance since the previous promotion. The majority of that service should be at ASU.
- Typically, a minimum of seven years of college/university-level experience at the clinical associate rank, the majority of this time at ASU for promotion, is recommended, but not required.
- There must be evidence of continued excellence in meeting expanded responsibilities in other assigned areas, such as administrative roles, service leadership roles, and/or scholarly activities.
- 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.

Retention/Promotion Criteria

Teaching/Instruction

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

- Development and/or implementation of innovations and advancements in instructional methods, delivery, activities, and evaluation techniques.
- Development of new courses, academic programs, etc.
- Presentation in 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:

- Involvement in the CHS Mentoring program and demonstration of effective mentoring of junior/early career faculty.
- Exceptional, sustained, and expanding service within academic, community, and professional units since promotion to, or appointment as, Clinical Associate Professor.

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• Evidence of increasing levels of responsibility, including significant leadership roles, within at least two of the three units of service (academic, professional, and student) since promotion to, or appointment as, Clinical Associate Professor

Scholarship (if indicated)
All factors required of Clinical Associate Professor plus the following enhancements:

Evidence of increased leadership beyond the associate level such as:
• 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