

**School of Hospitality & Tourism Management
Promotion Guidelines for Clinical/Professional Faculty**

Approved April 6, 2021

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This document describes the promotion process for Clinical/Professional Faculty in the School of Hospitality & Tourism Management including the Division of Consumer Science.

According to the University's *Procedures for Appointing and Promoting Clinical/Faculty*:

Policies and procedures for promotion within the Clinical/Professional Faculty ranks must be established by each individual college or school in conjunction with the Provost Promotion and Tenure Guidelines. Clinical/Professional Faculty members may be considered for promotion when their departmental colleagues and the head/chair believe they evidence the record to be promoted. This process frequently occurs on a timeline similar to that for tenure-track faculty members. Clinical/Professional Faculty members are eligible for promotion in rank from instructor to assistant professor to associate professor to professor. Criteria for promotion are established by each college or school. At least one Clinical/Professional Faculty member at the professor level will sit with the Primary and Area Committees when Clinical/Professional Faculty are considered for promotion. At least one Clinical/Professional Faculty member at the associate professor or professor level will sit with the Primary Committee in review of promotion of Clinical/Professional Faculty instructors and assistant professors. When this minimum number of Clinical/Professional Faculty is not available in the candidate's department, additional Clinical/Professional Faculty full and/or associate professors shall be appointed by the chair of the area committee to which the primary committee reports, following consultation with the appropriate department head.

In the School of Hospitality & Tourism Management, it is the goal of the Primary Committee to advise every clinical faculty member in the department in a manner that provides the optimal feedback and an environment to allow them to achieve promotion. This is accomplished, in part, through an annual review regardless of level. Both verbal and written comments are provided to advise clinical faculty on their progress and to help them plan their activities for the next year. To be considered for promotion, a faculty member should demonstrate excellence in teaching/learning and service/engagement.

In the School of Hospitality and Tourism Management, "clinical" is defined as instruction and learning in a hands-on setting, such as a professional kitchen, a lodging/tourism operation, or an apparel lab. A clinical instructor supervises and mentors students within these settings and evaluates students' practical application of course information, technical proficiency, and communication skills.

Purdue University's White Lodging-J.W. Marriott, Jr. School of Hospitality & Tourism Management is committed to advancing diversity in all areas of faculty efforts. Accomplishments related to diversity, equity, and inclusion in the areas of learning and engagement should be reported when faculty have relevant accomplishments to report. Examples and guidance for reporting these accomplishments are provided in the document "Incorporating Diversity, Equity, and Inclusion in Promotion Documents" (see <https://hhs.purdue.edu/faculty-staff/promotion-and-tenure/>).

Promotion to Clinical Assistant Professor

Candidates should acquire sufficient clinical experience and should have engaged in clinical

activities, teaching/learning, mentoring¹, and service/engagement activities. Promotion is granted based on performance in the following areas:

I. Learning/Teaching

a. Clinical/Professional Practice – The candidate has demonstrated proficiency in clinical/professional practice.

b. Clinical/Classroom Education – The candidate has demonstrated proficiency in high quality clinical/classroom teaching. (Some examples include: CIE assessment, student course evals, and peer evaluation.)

II. Service/Engagement – The candidate has a record of engagement.

a. Engagement – The candidate is involved in community programs and outreach as appropriate. Local or statewide activities are expected.

b. Service – The candidate demonstrates involvement in departmental, college-level and university activities, programs and committees.

Promotion to Clinical Associate Professor

Candidates should acquire sufficient clinical experience and should show promise as leaders in their clinical discipline and profession at a national or professional level. Clinical activities, teaching/learning, mentoring, service/engagement activities, and best practice information are examples of areas that should be disseminated through presentations, and are evidence of the candidate's expertise and recognition. Promotion is granted based on performance in the following areas:

I. Learning/Teaching

a. Clinical/Professional Practice – The candidate has demonstrated excellence in clinical/professional practice.

b. Clinical/Classroom Education – The candidate has demonstrated excellence in high quality clinical/classroom teaching. (Examples include: CIE assessment, student course evals, peer evaluation, or other.)

II. Service/Engagement – The candidate has a strong record of engagement.

a. Engagement – The candidate is involved in community programs and outreach. Local or statewide activities are expected.

b. Service – The candidate actively engaged in university activities, programs and committees beyond their assigned duties.

c. Leadership – The candidate shows promise to be a leader in the profession. Evidence of this can include participating in state/national professional societies/organizations.

Other indicators can be included as appropriate. Examples include grants related to research learning & teaching (pedagogy), and original research publications related to pedagogical teaching & learning. Awards related to teaching & learning are one of the ways to recognize accomplishment.

Promotion to Clinical Full Professor

Candidates should acquire sufficient clinical experience and should be leaders in their clinical discipline and profession. Clinical activities, teaching, mentoring, engagement activities, and best practice information are examples of areas that should be disseminated through presentations, reports or other outlets and are evidence of the candidate's expertise and recognition. Promotion is granted based on performance in the following areas:

I. Learning and Teaching

a. Clinical/Professional Practice – The candidate has a sustained record of excellence in clinical/professional practice.

b. Clinical/Classroom Education – The candidate has a sustained record of outstanding clinical/classroom teaching. (Examples include: CIE assessment, student course evals, peer evaluation, or other.)

II. *Service/Engagement* – The candidate has a strong record of engagement.

a. Engagement - The candidate is involved in developing community programs and outreach. Local or statewide activities are expected. Other examples may include national and global engagement activities.

b. Service – The candidate actively engaged in university activities, programs and committees beyond their assigned duties.

c. Leadership – The candidate should be considered a leader in the profession. Evidence of this can include leadership roles in state/national professional societies/organizations, invited presentations at regional, national, international society meetings

d. Discovery/Research – This is not considered one of the primary activities expected of Clinical/Professional Faculty. However, contributions to research/dissemination of findings via publications are encouraged and may be considered an area of strength.

Other indicators can be included as appropriate. One example is grants related to research learning & teaching (pedagogy). Awards related to teaching & learning are one of the ways to recognize accomplishment.