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

(Approved: April 6, 2021)

This document describes the factors to be considered in promotion decisions for faculty members with clinical/professional appointments in the School of Hospitality & Tourism Management including the Division of Consumer Science. These individuals typically lead in activities essential to the missions of programs that include a large component of clinical/professional education and supervision of students.

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, the goal of the School is to provide faculty with an environment that allows them to achieve promotion. 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 on their progress toward promotion. This is accomplished, in part, through an annual review regardless of rank. 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, engagement, or both.

In the School of Hospitality &Tourism Management, the term 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. Clinical faculty supervise and mentor students within these settings and evaluate students’ practical application of course information, technical proficiency, and communication skills.

Promotion to Clinical Assistant Professor

Candidates should have engaged in clinical activities, teaching/learning, mentoring, and engagement activities with distinction. Promotion is granted based on performance in the following areas:

1. Teaching/Learning
   a. Clinical/Professional Practice – The candidate has demonstrated
excellence in clinical/professional practice. Level of certification as appropriate to the discipline is illustrative. For example, CCC, CEC, CMC, and CCE are culinary certifications available through the American Culinary Federation (ACF), while CHE and CFBE are lodging certifications available through the American Hotel & Lodging Educational Institute (AHLEI). Certification in Family and Consumer Sciences (CFCS) is available for Family and Consumer Sciences professionals.

b. **Clinical/Classroom Education** – The candidate has demonstrated excellence in high-quality clinical/classroom teaching. This can be demonstrated via a teaching portfolio that includes IMPACT data, Small Group Instructional Diagnosis (SGID), student course evaluations, and peer evaluations.

II. **Engagement** – Candidates have demonstrated engagement in community programs and outreach consistent with the responsibilities of their faculty positions. Local or statewide activities are expected. This includes presentations/workshops, development of student opportunities in the community, and/or professional opportunities. The positive impact of such activities should be documented; this might include letters of support from community stakeholders, (repeated) invitations to offer workshops, and/or positive ratings from workshop attendees.

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**Promotion to Clinical Associate Professor**

Candidates should have engaged in clinical activities, teaching/learning, mentoring, and engagement activities with distinction and should show promise as leaders in their clinical discipline and profession at a national or international level. Clinical activities, teaching/learning, mentoring, engagement activities, and best-practice information are examples of areas that should be disseminated through publications and/or presentations, and are evidence of the candidate’s expertise and recognition. Promotion is granted based on performance in the following areas:

I. **Teaching/Learning**

a. **Clinical/Professional Practice** – The candidate has demonstrated excellence in clinical/professional practice. Level of certification as appropriate to the discipline is illustrative; CCC, CEC, CMC, and CCE are culinary certifications available through the American Culinary Federation (ACF), while CHE and CFBE are lodging certifications available through the American Hotel & Lodging Educational Institute (AHLEI). Certification in Family and Consumer Sciences (CFCS) is available for Family and Consumer Sciences professionals.

b. **Clinical/Classroom Education** – The candidate has demonstrated excellence in high quality clinical/classroom teaching. This can be demonstrated via a teaching portfolio that includes IMPACT data, Small Group Instructional Diagnosis (SGID), student course evaluations, and peer evaluations. Other indicators may include publications or other evidence of the scholarship of teaching and learning. Awards related to teaching & learning are another indication of accomplishment.

II. **Engagement** – Candidates have demonstrated engagement in community programs and outreach consistent with the responsibilities of their faculty positions. This includes presentations/workshops, development of student opportunities in the community and/or professional opportunities. The positive impact of such activities should be documented; this might include letters of support from community stakeholders, (repeated) invitations to offer workshops, and/or positive ratings from workshop attendees.
Promotion to Clinical Full Professor

Candidates should have engaged in clinical activities, teaching/learning, mentoring, and engagement activities with distinction and should be recognized as authorities by external colleagues in their clinical discipline and profession at a national or international level. 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. Teaching/Learning
   a. Clinical/Professional Practice - The candidate has demonstrated excellence in clinical/professional practice. Level of certification as appropriate to the discipline is illustrative; CCC, CEC, CMC, and CCE are culinary certifications available through the American Culinary Federation (ACF), while CHE and CFBE are lodging certifications available through the American Hotel & Lodging Educational Institute (AHLEI). Certification in Family and Consumer Sciences (CFCS) is available for Family and Consumer Sciences professionals.
   b. Clinical/Classroom Education – The candidate has demonstrated excellence in high quality clinical/classroom teaching. This can be demonstrated via a teaching portfolio that includes IMPACT data, Small Group Instructional Diagnosis (SGID), student course evaluations, and peer evaluations. Other indicators include the scholarship of teaching and learning. Awards related to teaching & learning are another indication of accomplishment.

II. Engagement - Candidates have demonstrated engagement in community programs and outreach consistent with the responsibilities of their faculty positions.
   a. Engagement - The candidate is involved in developing community programs and outreach. National activities are expected. Other examples may include global engagement activities. This includes presentations/workshops and/or publications and service on appropriate committees in professional associations.
   b. The candidate is recognized as a leader in the profession. Evidence of this can include leadership roles in national professional societies/organizations and invited presentations at regional, national, international society meetings.

Other Factors:

- Discovery/Research – This is not one of the primary activities expected of Clinical/Professional Faculty. However, contributions to research and 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, teaching and learning, or engagement.

- Service – At all levels, candidates are expected to be active participants in departmental, college, and university activities, contributing to programs and serving on committees, in addition to performing their assigned duties.