

DEPARTMENT OF NUTRITION SCIENCE
CRITERIA FOR PROMOTION TO THE RANKS
OF
CLINICAL ASSOCIATE PROFESSOR AND CLINICAL PROFESSOR

Approved May 1, 2023

This document describes factors considered in making decisions about promotion of clinical faculty members in the Department of Nutrition Science. The official University policies, procedures, and criteria for promotion are stated in several documents available through links at http://www.purdue.edu/hhs/faculty/promotion_tenure.html. This document does not supersede the University policies and procedures but clarifies issues specific to the Department of Nutrition Science.

The criteria listed below are intended as useful information both for clinical faculty seeking promotion as well as for members of the Department's Primary Committee and for members of the HHS Area Committee who are responsible for evaluating candidates' credentials. The criteria are not intended as a checklist for promotion. Instead, each of them will be evaluated in the context provided by the full record.

The University policy on the appointment and promotion of Clinical/Professional Faculty can be found at *VI.F.10 - University Policy Office - Purdue University*. The policy states that Clinical Faculty positions provide the University an opportunity to benefit from expertise of professional educators and certified practitioners and to provide these faculty members with opportunities for career advancement. Clinical Faculty focus principally on excellence in learning and engagement. In addition to their instructional responsibilities on campus, Clinical Faculty also may be professionals in a practice site and provide clinical education of students; collaborate and develop professional relationships with industry and governmental agencies; and/or coordinate internships, co-ops, service learning and other student activities outside the classroom.

Clinical Faculty members may serve on graduate committees in accordance with Graduate School policies. Clinical Faculty also are eligible to serve as principal investigators on proposals for external funding, if such activity is consistent with the expectations of the appointment.

Individuals holding Clinical Faculty positions are not eligible for tenure. Clinical Faculty members are eligible to serve in the University Senate and on Senate committees, and they may be eligible for leave to pursue professional development opportunities.

Individuals appointed to Clinical Faculty positions will:

- Engage in activities aimed at improving clinical practice, learning, and/or engagement in the Department.
- Possess the appropriate educational background and practice expertise commensurate with the responsibilities of their specific appointment. Such qualifications are determined separately for each faculty position depending upon the needs of the department.
- Possess professional licensure, when appropriate.
- Participate in activities to enhance their professional growth, including, but not limited to, participation in conferences and in-service training to enhance knowledge or skill in a particular area of specialty. During the course of their appointment, responsibilities may be arranged to allow for extended development opportunities. These opportunities are to be negotiated with department head and require approval of the dean.

Candidates for promotion are required to demonstrate excellence in teaching and clinical/professional practice and/or engagement/service and have a primary commitment to assist the college/department in meeting its programmatic needs for clinical/professional services and instruction. They also are expected to have accomplishments or potential for national prominence in their fields. External reviews will be sought from national experts in pedagogy and/or professional practice and favorable peer reviews of the candidate's record are expected. For most candidates, the primary basis for promotion will be consistent with the roles described in the initial position announcement. Excellence is required in the primary area of appointment, either learning or engagement. If the position responsibilities have changed during the course of employment, including emphasis on a different mission area, performance in these additional responsibilities will also be considered. In addition to activities in learning/teaching, and/or engagement/service, all promotion candidates must provide evidence of their commitment to active and responsive mentorship, to their activity in mentoring, advising, and supporting the academic success of undergraduates and/or graduate students in their promotion documentation.

Learning

All Clinical Faculty who are candidates for promotion based on learning must demonstrate significant accomplishments in advancing pedagogy and/or professional practice. Such accomplishments must include publications and/or other products (e.g., media, curricular materials, textbooks, professional materials, etc.) that provide a tangible record of accomplishment.

Successful candidates for promotion are required to have an excellent record of teaching undergraduate and/or graduate students. There may be cases that justify greater involvement with one group of students relative to the other; such cases will be evaluated in terms of the candidate's contribution to the broader teaching and mentoring mission of the department and university.

Excellence in learning will be evaluated on the basis of performance both in and out of traditional classroom settings. Successful candidates for promotion are expected to make significant contributions to departmental course offerings (clinical and didactic). These contributions may be demonstrated through a range of indicators, including, but not limited to, evidence that courses provide current information and are taught with appropriate depth and breadth; the number and variety of experiences provided to students, with evidence of the experiences being appropriately challenging, motivating, and supportive; peer or expert evaluations of teaching; student evaluations; contributions in course or curriculum development to address needs or gaps in undergraduate or graduate education; and preparation of instructional materials. Innovations in teaching methods that lead to patents, licenses, and entrepreneurship are valued. Also valued is leading or participating in diversity, equity, and inclusion efforts in teaching and instruction with distinct and documented accomplishments. 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/>). In addition, successful candidates can show their commitment to active and responsive mentoring, advising, and support of students by making efforts to increase the relevance of course material to student success in their future professional lives. Excellence in teaching should also be

demonstrated through the dissemination of the candidate's content expertise to the field. Publications of articles in professional journals describing advances or best practices in clinical education and presentations at conferences focused on pedagogy are expected.

Indicators of student mentoring and support beyond classroom and clinical settings may include, but are not limited to, leading study abroad and other experiential or service-learning programs; serving as a mentor in campus programs; participating as an advisor to student organizations; supporting students in co-curricular and other activities; or engaging in efforts to improve the retention and success of diverse populations of students. Indicators of effective advising, training, and mentoring of students may include personalized training efforts (e.g., coordinating internships), or leading professional workshops on topics that pertain to success in academic or professional settings.

For promotion to Clinical Associate Professor, candidates should have a significant record of accomplishment as a faculty member, show continued professional growth and recognition, and be developing national prominence in their field. This includes endorsements from external reviewers attesting to the candidate's developing national status. In addition, rewards, honors, and other forms of recognition for teaching or mentoring can demonstrate a candidate's excellence in teaching and learning.

For promotion to Clinical Professor, candidates should have a very high level of professional accomplishment, show continued professional growth, and must be recognized by their peers at the national or international level. This includes endorsements from external reviewers attesting to the candidate's national status. In addition, rewards, honors, and other forms of recognition for teaching or mentoring must demonstrate a candidate's excellence in teaching and learning.

Engagement

Given Purdue's land-grant mission, it is expected that Clinical Faculty will be professionally active beyond the University campus, for example, by contributing to articles written about their discipline in national newspapers and magazines, giving talks to community or lay audiences, etc. In addition, all faculty are expected to perform service related to their job responsibilities that sustain campus units and professional organizations.

For Clinical Faculty, engagement excellence may be demonstrated through highly impactful outreach activities, as well as active involvement in professional associations. Particularly relevant indicators for Clinical Faculty include but are not limited to: the creation of new student opportunities within the community and offering presentations/workshops for providers, clients, and other stakeholders. As with tenured/tenure-track faculty, engagement excellence is evaluated primarily in terms of the positive impact of such activities on the relevant community or group, which should be documented. For example, the positive impact of workshops offered by a candidate could be documented through letters of support from community stakeholders, repeated invitations to offer workshops, and/or positive ratings from workshop attendees.

With regard to service, it is expected that Clinical Faculty will share in the support functions that are necessary to sustain academic units, research institutions, professional organizations, and

funding agencies. Service to the department involves such activities as participating in the work of departmental committees and providing support for the department's undergraduate and/or graduate programs. Participation in comparable college- and university- level activities is also expected, especially for faculty who wish to be considered for promotion to Clinical Professor. Service to professional or governmental organizations can involve holding an official position or acting in other ways as a leader in state, national, or international societies.

If Clinical Faculty are considered for promotion based on excellence in engagement, they are expected to demonstrate a record of highly impactful engagement-related activities in which they played a crucial role. These activities might involve a partnership with a specific community or organization outside the university in which there is a mutually-beneficial exchange of knowledge. For example, these faculty might provide evidence of developing and implementing evidence-based programs, interventions, or techniques that positively affect the quality of life of people in a community. Alternatively, they might form partnerships with community, government, or public sector organizations that result in new laws or policies that improved people's lives, or they have been a leader in organizations that promote substantial changes in professional practice nationally and/or internationally.

The impact of a candidate's engagement activities should be demonstrated through dissemination at a national level (e.g., national publication and presentations; technical reports written in collaboration with community or other partners; laws, policies, or standards for licensing).

Dissemination of engagement activities is understood to be qualitatively different from research reports required of Tenure/Tenure-Track faculty in most cases. Indicators of engagement impact are likely to be derived from contexts beyond academic disciplines. Innovations related to engagement that lead to patents, licenses, and entrepreneurship activities are examples.

Leading or participating in diversity, equity, and inclusion efforts with distinct and documented accomplishments is one valued expression of excellence in engagement. State, national or international dissemination related to the work is required for this work to contribute to promotion. 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/>).

Candidates for promotion to Clinical Associate Professor should be developing national prominence in their field, and candidates for promotion to Clinical Professor should be recognized by their peers at the national or international level. With regard to engagement, national status may be demonstrated through endorsements by external reviewers and through leadership roles in national professional organizations.

Discovery

Discovery is not one of the primary activities expected of Clinical Faculty.