



White Lodging-J.W. Marriott, Jr.
School of Hospitality and
Tourism Management

White Lodging-J.W. Marriott, Jr. School of Hospitality and Tourism Management (HTM)

PROMOTION GUIDELINES CLINICAL/PROFESSIONAL FACULTY

Approved January, 2026

This document describes the promotion process for Clinical/Professional Faculty in the White Lodging-J.W. Marriott, Jr. School of Hospitality and Tourism Management (HTM), which includes 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. Promotion readiness is assessed through annual reviews and ongoing feedback from the Primary Committee and department head/chair. While promotion review may occur on a schedule similar to that of tenure-track faculty, the timing may vary based on individual circumstances and departmental guidance.

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 HTM, it is the goal of the Primary Committee to advise every clinical faculty member in the school 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 HTM, “clinical” is defined as instruction and learning that occur in the traditional classroom as well as in applied, practice-based environments, including professional kitchens, professional financial planning, lodging and tourism operations, and other experiential learning settings. Clinical faculty supervise and mentor students within these environments and evaluate students’ applied decision-making, technical proficiency, professional behaviors, and communication skills.

Clinical instruction may also occur through structured learning labs or live operational contexts, such as campus-based retail, hospitality, financial planning, or service enterprises, where students apply course concepts in real or simulated professional settings under faculty supervision.

Promotion to Clinical Assistant Professor

Candidates should acquire sufficient clinical experience and should have engaged in clinical activities, teaching/learning, mentoring, and service/engagement activities. Promotion decisions are based on a holistic review of the candidate’s record. While expectations differ by rank, excellence in teaching and learning is the primary criterion for promotion of Clinical/Professional Faculty. Promotion based on engagement will be considered in compliance with the University’s policy, but is expected to be very rare. Service, engagement, and leadership are evaluated in relation to rank and role and are considered important supporting components of the promotion decision.

Promotion is granted based on performance in the following areas:

1. 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. (Examples of evidence of teaching effectiveness include peer reviews of teaching, assessment of student learning outcomes, instructional innovation, and student course evaluations. Student course evaluations are interpreted in context and considered alongside other qualitative and quantitative evidence of teaching effectiveness, rather than as a standalone measure. Committees are encouraged to consider multiple sources of evidence when assessing teaching effectiveness, including instructor input.)

2. Engagement/Service – The candidate has a record of engagement and service.

- a. *Engagement* – The candidate should demonstrate involvement in community or industry engagement activities appropriate to a teaching-focused clinical appointment, with primary impact at the local or regional level. Examples of engagement may include

participation in outreach activities, student mentorship, involvement with employer partners, or engagement in professional or industry events that support student learning and applied practice.

- b. *Service* – The candidate should demonstrate participation in school, and/or university service activities appropriate to rank and role. Examples of service may include serving on committees, contributing to program or course-related initiatives, and/or supporting student-facing or teaching-related activities within the unit.

Promotion to Clinical Associate Professor

Candidates should acquire sufficient clinical experience and should demonstrate emerging leadership and professional engagement appropriate to a teaching-focused clinical appointment. Promotion decisions are based on a holistic review of the candidate's record. While expectations differ by rank, excellence in teaching and learning is the primary criterion for promotion of Clinical/Professional Faculty. Promotion based on engagement will be considered in compliance with the University's policy, but is expected to be very rare. Service, engagement, and leadership are evaluated in relation to rank and role and are considered important supporting components of the promotion decision. Promotion is granted based on performance in the following areas:

1. 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 of evidence of teaching effectiveness include peer review of teaching, assessment of student learning outcomes, instructional innovation, and student course evaluations. Student course evaluations are interpreted in context and considered alongside other qualitative and quantitative evidence of teaching effectiveness, rather than as a standalone measure. Committees are encouraged to consider multiple sources of evidence when assessing teaching effectiveness, including instructor input. Demonstration of innovation in the classroom is encouraged, coupled with assessment of quality.)
- c. *Clinical/Learning* – The candidate has demonstrated proficiency in keeping up with current market trends. (Examples of evidence may include participation in academic or professional conferences, invited talks, industry training, certification, or other activities that support currency in professional practice.)

2. Engagement/Service – The candidate has a strong record of engagement and service.

- a. *Engagement* – The candidate should demonstrate meaningful engagement that supports student learning, professional preparation, or applied practice, with primary impact at the local or regional level appropriate to a teaching-focused clinical appointment. Examples of

engagement may include developing community or industry partnerships, mentoring students, engaging employers in experiential learning, participating in professional industry events, and/or contributing to outreach activities connected to teaching and workforce development.

- b. *Service* – The candidate should demonstrate sustained service contributions appropriate to a teaching-focused clinical appointment, with primary impact at the school, or college level. Examples may include serving on school committees, contributing to curriculum or assessment efforts, supporting student organizations or initiatives, and/or participating in university programs that enhance teaching, student success, or applied learning.
- c. *Leadership* – The candidate should demonstrate emerging and sustained leadership appropriate to a teaching-focused clinical appointment, with impact primarily at the school, or regional level. Examples of leadership may include leading course or curriculum redesigns, coordinating experiential or applied learning initiatives, mentoring students, developing industry partnerships, leading school committees, and/or presenting on teaching and applied practice at regional or professional venues.

Other indicators can be included as appropriate. Examples include grants and research related to research on learning & teaching (pedagogy). Awards related to teaching & learning are also 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 appropriate to a teaching-focused clinical appointment. Clinical activities, teaching, mentoring, engagement activities, and dissemination of best practices through presentations, reports or other appropriate outlets serve as evidence of the candidate's expertise, impact, and professional recognition. Promotion is granted based on performance in the following areas:

1. 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 of evidence of teaching effectiveness include peer review of teaching, assessment of student learning outcomes, instructional innovation, and student course evaluations. Student course evaluations are interpreted in context and considered alongside other qualitative and quantitative evidence of teaching effectiveness, rather than as a standalone measure. Committees are encouraged to consider multiple sources of evidence when assessing teaching effectiveness, including instructor input. Demonstration of

innovation in the classroom is expected, along with an assessment of quality.)

c. *Clinical/Learning* – The candidate has demonstrated proficiency in keeping up with current market trends. (Examples of evidence may include participation in academic or professional conferences, invited talks, industry training, certification, or other activities that support currency in professional practice.)

2. *Engagement/Service* – The candidate has a strong record of engagement and service.

a. *Engagement* - The candidate should demonstrate sustained and impactful engagement with broader reach appropriate to a teaching-focused clinical appointment. Examples of engagement may include leading or scaling community or industry partnerships, establishing long-term employer pipelines, shaping outreach programs with measurable student impact, or contributing to regional, national, or global engagement activities aligned with teaching, learning, professional education, student mentorship, and/or industry engagement.

b. *Service* – The candidate should demonstrate sustained and impactful service contributions with broader institutional or professional influence appropriate to a teaching-focused clinical appointment. Examples may include leadership of school, college, or university committees; mentoring faculty; leading accreditation, assessment, or strategic initiatives; or contributing to professional or industry organizations in ways that support teaching, learning, and/or professional preparation.

c. *Leadership* – The candidate should demonstrate sustained and recognized leadership with broader institutional or professional impact appropriate to a teaching-focused clinical appointment. Examples of leadership may include leading program-level or cross-unit initiatives, mentoring faculty, establishing or scaling experiential learning models, holding leadership roles in professional or industry organizations, and/or delivering invited presentations at regional, national, or international venues related to teaching, learning, or applied practice.

d. *Discovery/Research* – This is not considered one of the primary activities expected of Clinical/Professional Faculty. However, contributions to applied research or dissemination related to teaching, learning, or professional practice may be included as supporting evidence of impact.

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