



Department of Speech, Language,  
and Hearing Sciences

**DEPARTMENT OF SPEECH, LANGUAGE, AND HEARING SCIENCES**

CRITERIA FOR PROMOTION TO THE RANKS  
OF CLINICAL ASSISTANT PROFESSOR,  
CLINICAL ASSOCIATE PROFESSOR, AND CLINICAL PROFESSOR

Approved February 10, 2026

This document describes factors considered in decisions about promotion in the Department of Speech, Language, and Hearing Sciences. The official University policies, procedures, and criteria for promotion are stated in several documents available through links ([1](#), [2](#)). Criteria listed below are intended as useful information for faculty seeking promotion, for members of the Department's Primary Committee, and for members of the HHS Area Committee. 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.

Clinical/Professional faculty in SLHS focus principally on excellence in scholarship of teaching and learning, or excellence in scholarship of engagement. Clinical/Professional faculty may also provide clinical education of students at different practice sites; collaborate and develop professional relationships with industry and governmental agencies; engage in entrepreneurial activities; collaborate with other faculty on research projects, and/or coordinate experiential learning through internships, co-ops, service-learning programs, and other student activities (e.g. study abroad) outside the classroom.

Clinical/Professional faculty are not eligible for tenure. They are included in the total faculty count when University Senate seats are reapportioned and in counts of full-time faculty provided to Colleges from the Office of the Provost.

Individuals appointed to Clinical/Professional faculty:

- Must support engagement and learning missions through classroom teaching, experiential learning, and/or clinical instruction.
- Engage in activities aimed at improving clinical practice, facilitating innovations in teaching, and/or fostering engagement.
- Possess clinical certification and professional licensure, when appropriate.
- Participate in activities to enhance 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 appointment, responsibilities may be arranged to allow for more extended professional development. These opportunities are to be negotiated with department heads along with the dean.

To be considered for promotion, Clinical/Professional faculty should contribute to all mission areas appropriate to their position. These mission areas are teaching/learning AND engagement. Candidates for promotion should demonstrate excellence in one area and strength in the other area<sup>1</sup>. For most candidates, the primary basis for promotion will be consistent with the basis on which the candidates were originally hired. If consultations between the department head, the candidate for promotion, and the primary committee suggest that a Clinical/Professional faculty member's responsibilities at the time of consideration for promotion justify changing to another mission area, that other area could be the primary basis for promotion. All promotion candidates should provide evidence of their commitment to active and responsive mentorship and supporting the academic success of students in their promotion documentation. Demonstration of commitment to providing and teaching person- and family-centered care through relevant accomplishments is valued.

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<sup>1</sup> For e.g. candidates may demonstrate excellence in teaching/learning and strengths in engagement or vice versa.

## *Teaching/Learning*

Clinical/Professional faculty who are candidates for promotion in this mission area must present evidence of excellence in teaching and activities related to scholarship of teaching and learning. Successful candidates for promotion are expected to have a strong record of teaching students and to demonstrate pedagogical innovations in teaching. There may be cases that justify greater involvement with one group of students relative to the other (i.e. undergraduate versus graduate); such cases should be evaluated in terms of the candidate's contribution to the broader teaching and mentoring mission of the department and university.

Teaching/Learning will be evaluated on the basis of performance in contexts within the classroom and beyond 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:

- the number and variety of experiences provided to students
- awards and honors for teaching/learning or mentoring
- the number of students positively impacted by the clinical training; peer or expert evaluations of teaching when available
- student evaluations, interpreted cautiously because of published evidence of bias in such evaluations
- contributions in course or curriculum development to address needs or gaps in undergraduate or graduate education
- preparation of innovative instructional materials

Evidence 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 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.

Excellence in teaching should be demonstrated through the dissemination of the candidate's content expertise to the field. Examples of dissemination include publications of articles in professional journals describing advances or best practices in clinical education, and presentations on clinical education to other educators. Dissemination includes entrepreneurship activities (e.g. creating innovative teaching tools or clinical test materials) that can be made available to other educators (e.g. obtaining DOI information to track impact, number of downloads, etc.).

For promotion to Clinical Associate Professor, candidates should have a significant record of accomplishment in the scholarship of teaching/learning, show promise of continued professional growth and recognition, and emerging national prominence in their field. This includes endorsements from external reviewers attesting to the candidate's emerging national status.

For promotion to Clinical Professor, candidates should have a significant record of accomplishment in the scholarship of teaching/learning that includes a publication record, a very high level of professional accomplishment, 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.

### *Engagement/Service*

Clinical/Professional faculty who are candidates for promotion in this mission area must present evidence of excellence in engagement and activities associated with the scholarship of engagement, which may be demonstrated through developing and implementing widely-adopted practices that improve people's lives, communities, and societies.

Given Purdue's land-grant mission, it is expected that Clinical/Professional 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, supporting the development of programs, products, and services that promote informed decisions and/or improve quality of life, etc. Publications that translate research for practitioners, entrepreneurs, business/industry leaders, and/or policy makers are additional examples of the scholarship of engagement.

For Clinical/Professional faculty, excellence in engagement may be demonstrated through highly impactful outreach activities to providers and consumers of clinical services. Particularly relevant indicators for Clinical/Professional faculty include but are not limited to: the creation of new collaborative opportunities within the community; a partnership with a specific community or organization outside the university in which there is a mutually beneficial exchange of knowledge<sup>2</sup>; dissemination of new knowledge in the scholarship of engagement, and offering presentations/workshops for providers, clients, and other stakeholders. Engagement excellence is documented<sup>3</sup> in terms of the positive impact of such activities on the relevant community or group. The impact of a candidate's engagement activities should be demonstrated through dissemination (e.g., publications or presentations; technical reports written in collaboration with community or other partners; patents, licenses, trademark works, copyrights, start-ups; laws, policies, or standards for licensing).

For promotion to Clinical Associate Professor, candidates should have a significant record of accomplishment in the scholarship of engagement, show promise of continued professional growth and recognition, and be developing national prominence in their field. This includes endorsements from external reviewers attesting to the candidate's national status.

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<sup>2</sup> For example, these faculty might provide evidence of developing and implementing evidence-based programs, interventions, or techniques that positively affect the quality of life in subgroup populations and/or communities. 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.

<sup>3</sup> 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

For promotion to Clinical Professor, candidates should have a significant record of accomplishment in the scholarship of engagement. In addition, candidates should have a very high level of professional leadership 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.

With regard to service, the Primary Committee expects Clinical/Professional faculty to share in the support functions that are necessary to sustain SLHS, research institutions, and professional organizations. Service to the department involves such activities as participating in the work of departmental committees and providing support for the department's undergraduate and graduate programs. Participation in comparable college- and university-level activities is also expected. 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. Promotion will not be based on service activities.

### **Discovery/Research**

Discovery/Research is not one of the primary activities expected of Clinical/Professional faculty. However, contributions to research programs are strongly encouraged.