

# **SCHOOL OF HEALTH PROFESSIONS GUIDELINES FOR PROMOTION OF CLINICAL, TEACHING, AND RESEARCH FACULTY**

## **Preamble**

- Guidelines are needed to facilitate the promotion of Non-Tenure-Track faculty (herein referred to as clinical, teaching, and research faculty) and to ensure high quality, innovative scholarship, education, clinical care, and service/administration. Informed and reasoned judgment should be the basis for decisions about promotion. The guidelines for promotion of clinical, teaching, and research faculty members provide general performance descriptors to which candidates should aspire. Promotion committees and other evaluators will use candidates' dossiers and these guidelines during promotion deliberations. Promotion committees, departmental chairs, and the Dean will be responsible for using guidelines to ensure that promotions are given only to qualified candidates.
- The expectations for promotion for clinical, teaching, and research faculty members are different from those applied to faculty members on the tenure track. Specifically, clinical, teaching, and research faculty members are not expected to conduct the full triad of research, teaching, and service to be promoted. The mixture of education, clinical care, scholarship, and service/administration may be considered by promotion committees, chairpersons, and the Dean.
  - Chairpersons are responsible for ensuring that faculty members have appointment letters specifying their responsibilities; these appointments will be reviewed on a yearly basis.
  - Said letter will be based on the job responsibilities and expectations as specifically stated in job description, as developed by chair and appropriate department committee.
  - Chairs and mentors are responsible for ensuring the assigned activities will allow for promotion.
  - Workload requirements should be clearly defined, and based on the job responsibilities associated with the faculty track (clinical, teaching, research) and department-specific guidelines.
- Promotion is typically reserved for full-time faculty members.
- Performance evaluation should be completed annually, consistent with the university rules and regulations and any guidelines and processes that are described in the School of

Health Professions Policy Manual and appropriate to the discipline. Reappointments should be based, in part, on the performance expectations communicated at the time of appointment by the chair.

- Non-Tenure-Track faculty appointments shall begin at a specified date and terminate at a specified date. Such appointments are usually for a period of one academic year but may be for longer or shorter period, except no single term appointment shall be for a period longer than three years. At the department chairperson's recommendation, faculty members at the Assistant level may receive a two-year contract after three years of satisfactory performance as evidenced by annual written reviews. At the department chairperson's recommendation, faculty members at the Associate and Professor levels may receive three-year contracts. Prior to the stated ending date of their term appointments, NTT faculty members have the same academic protections regarding academic freedom as tenured and tenure track faculty.
- The following titles and descriptions will be used for the purpose of initial appointment for ranked faculty and for consideration for promotion. In making new clinical, teaching, and research faculty appointments, departments should follow the descriptions to determine the category, title, and level of appointments for those qualifying as ranked faculty. New appointments for ranked faculty (new appointments made at a level above Instructor) will be reviewed by the School of Health Profession's Clinical, Teaching, and Research Faculty Promotion Committee. Appointment of non-ranked faculty (Instructor, Lecturer, Preceptor) will not require Committee review
- NTT faculty members' role in faculty governance shall be articulated by the individual campus within the limits of the University of Missouri Collected Rules and Regulations. The goal is to identify ways for the NTT faculty members to have a voice within their campus, college or school and to be involved in faculty governance where appropriate.

### **Hiring Practices for Non-Tenure Track Faculty**

- Initial searches for NTT faculty, and clinical instructors, should be conducted on a regional or national basis as appropriate with the involvement of a faculty-based search committee. NTT faculty should be selected using a process somewhat similar to one used for tenure track faculty members with interviews/presentations to division faculty, staff and students, and a full review of candidates' dossiers. Student feedback is particularly important for all NTT teaching faculty.

- Recommendations for hiring decisions remain under the purview of the department chair or dean.
- Please refer to the SHP Policy Manual for specific hiring guidelines.

## **Academic Titles to be used in Promotion of Faculty on the Clinical Track**

### **Title Definition**

“Clinical” is used to designate faculty members whose primary responsibility is the preparation of professional clinicians, the provision of clinical services, and/or teaching in the classroom setting.

#### **I. Clinical Instructor**

- A. Candidates must possess an entry level professional degree (B.A. degree or higher).
- B. Candidates must exhibit clear evidence of experience in clinical teaching and clinical care. Candidates for appointment at the rank of Clinical Instructor are expected to demonstrate competence in clinical care, teaching, and educational development. Continued appointment as a Clinical Instructor is based upon contributions to the clinical and educational goals of the department. Service contributions and modest scholarly contributions will be at the discretion of the departments and will be appropriate to the discipline.
- C. Note that a person appointed as clinical instructor is not an NTT faculty member as defined in CRR 310.035, and does not have some of the benefits given to NTT faculty.

#### **II. Clinical Assistant Professor**

- A. Candidates must possess a master’s degree or higher.
- B. Candidates must excel in classroom or clinical teaching and/or in clinical care.
  1. **Teaching** -- Candidates should demonstrate high quality, scholarly teaching in either formal coursework or clinical supervision that reflects currency in knowledge and in teaching methods. They should show evidence of integration of primary research and scholarship into teaching activities. Candidates should serve as role models to students and exhibit innovation in teaching methods to promote learning among

students. Candidates will have participated in the development of innovative curricular models or teaching programs.

2. **Clinical Care** -- Candidates are competent clinicians and clinical role models for students. They should be actively engaged in development of clinical expertise and clinical program development. Candidates should integrate evidence-based practice in their clinical activity. If their scholarship includes a specific area of clinical care, they should be seen as a resource in the local region for defining quality and standards of practice within that area. Candidates should be highly regarded at the institutional level for clinical competence and sought out for participation in the development of innovation and excellence in clinical programs.

C. **Scholarly Activity** – Scholarly activities may be used to support promotion to Clinical Assistant Professor. Consideration of promotion will be predominantly based on candidates’ performance in teaching or clinical care, however.

D. **Service and Administration** - Candidates should engage in activity that enhances the profession, supports department, school, and university functions, and serves the community. Candidates for promotion will demonstrate evidence of visibility in service to the profession, and will develop an institutional or local reputation in their field. Generally, quantity of service alone does not constitute grounds for promotion; rather, there should be evidence that this service has made a contribution to the field or to the institution.

E. A minimum of three years served as clinical instructor at the university level or three years of clinical practice or a doctoral degree is generally required, but exceptions may be made for faculty members who have performed in an equivalent capacity prior to their academic appointment.

### **III. Clinical Associate Professor**

A. Candidates must possess a master’s degree or higher.

B. Candidates must excel in teaching and/or clinical care:

1. **Teaching** -- Candidates must demonstrate exceptional teaching either in formal coursework or in their clinical supervision. They should serve as mentors to students and role models for young faculty who are striving to become master teachers and/or clinicians. Candidates should demonstrate evidence of promoting the professional growth of students. Candidates should possess uniformly excellent reputations as teachers throughout the institution and the region. They should integrate primary

research and original work into their teaching, and their performance should reflect current knowledge and teaching methods. Candidates should lead the development of innovative curricular models or teaching programs that gain recognition at the institutional or regional level.

2. **Clinical Care** -- Candidates should be widely perceived as clinical leaders who serve as role models for students and as resources for other faculty members. They should be actively sought after on an institutional or regional level for their clinical expertise. They should be seen as a resource outside of the local region for defining quality and standards of practice. Candidates should be clearly recognized at the institutional level as leaders within their specific clinical areas, particularly for clinical program development.

C. **Scholarly Activity** – Scholarly activities may be used to support promotion to Clinical Associate Professor. Consideration of promotion will be predominantly based on candidates' performance in teaching or clinical care, however.

D. **Service and Administration** - Candidates should demonstrate leadership in activity that enhances the profession, supports department, school, and university functions, and serves the community. Candidates for promotion will demonstrate evidence of visibility in service to the profession. Candidates should be involved in relevant state, regional and national professional organizations to promote clinical care, education, or scholarship. Generally, quantity of service alone does not constitute grounds for promotion; rather, there should be evidence that the candidate's leadership has made a substantive contribution to the field or to the institution.

E. A minimum of three years served as a clinical assistant professor or assistant professor at the college level is generally required, but exceptions may be made for faculty members who have performed in equivalent capacity prior to their academic appointment. Typically, promotion to clinical associate professor will be obtained after five years at the clinical assistant professor level or assistant professor level.

#### **IV. Clinical Professor**

A. Candidates must possess a doctoral degree.

B. Candidates must excel in teaching or clinical care and be recognized at the national level as an important leader.

1. **Teaching** -- Candidates must demonstrate exceptional teaching either in formal coursework or in clinical supervision that reflects currency in knowledge and

teaching methods. They should serve as role models and mentors to young faculty who are striving to become master teachers and/or clinicians. Candidates should possess uniformly excellent reputations as teachers throughout the institution and the region, demonstrated by leadership roles in regional and/or national professional societies. The development of innovative curricular models or teaching programs that have achieved national or international recognition will also be expected.

2. **Clinical Care** -- Candidates should be widely perceived as “master clinicians” who serve as role models for students and other faculty members. They should be actively sought after on an institutional, regional, and national level for their clinical expertise. Candidates should be seen as a resource outside of the local region for defining quality and standards of practice within that area or by receiving referrals and consultations from a broad patient base. Candidates should also be clearly recognized at the institutional level as significant leaders within their specific clinical areas, particularly for creating and nurturing a clinical program known widely for innovation and excellence.

C. **Scholarly Activity** – Scholarly activities may be used to support promotion to Clinical Professor. Consideration of promotion will be predominantly based on candidates’ performance in teaching or clinical care, however.

D. **Service and Administration** - Candidates should engage in nationally visible activity that enhances the profession, supports department, school, and university functions, and activities that affect broad constituencies. Evidence of significant service contributions may include but are not limited to legislative advocacy, standards development, licensure review, and organizational leadership. Administrative leadership may be considered and is reflected but are not limited to activities such as school-wide key roles, leadership of important campus committees, and important roles in national associations. Generally, quantity of service alone does not constitute grounds for promotion; rather, there should be evidence that this service has made a substantive contribution to the field and to the institution.

E. A minimum of three years served as a clinical associate professor at the college level is required. Typically, candidates for promotion to clinical professor will be considered after five years of service at the clinical associate professor level or associate professor level.

### **Academic Titles to be used in Promotion of Faculty on the Teaching Track**

## **Title Definition**

“Teaching” is used to designate faculty members whose primary responsibility is teaching in the classroom setting.

### **I. Clinical Instructor**

- A. Candidates must possess an entry level professional degree (B.A. degree or higher).
- B. Candidates must exhibit clear evidence of experience in teaching. Candidates for appointment at the rank of Instructor are expected to demonstrate competence in, teaching and educational development. Continued appointment as an Instructor is based upon contributions to the educational goals of the department. Scholarly activities and service contributions will be at the discretion of the departments and will be appropriate to the discipline.
- C. Note that a person appointed as clinical instructor is not an NTT faculty member as defined in CRR 310.035, and does not have some of the benefits given to NTT faculty.

### **II. Teaching Assistant Professor**

- A. Candidates must possess a master’s degree or higher.
- B. Candidates must excel in classroom teaching. Candidates should demonstrate high quality, scholarly teaching that reflects currency in knowledge and in teaching methods. They should show evidence of integration of primary research and scholarship into teaching activities. Candidates should serve as role models to students and exhibit innovation in teaching methods to promote learning among students. Candidates will have participated in the development of innovative curricular models or teaching programs.
- C. Scholarly Activity – Scholarly activities may be used to support promotion to Teaching Assistant Professor. Consideration of promotion will be predominantly based on candidates’ performance in teaching, however.
- D. Service and Administration—Candidates should engage in activity that enhances the profession, supports department, school, and university functions, and serves the community. Candidates for promotion will demonstrate evidence of visibility in service to the profession, and will develop an institutional or local reputation in their field. Generally, quantity of service alone does not constitute grounds for promotion; rather, there should be evidence that this service has made a contribution to the field or to the

institution.

E. A minimum of three years of teaching at the university level or a doctoral degree.

### **III. Teaching Associate Professor**

A. Candidates must possess a master's degree or higher.

B. Candidates must demonstrate exceptional teaching. They should serve as mentors to students and role models for young faculty who are striving to become master teachers. Candidates should demonstrate evidence of promoting the professional growth of students. Candidates should possess uniformly excellent reputations as teachers throughout the institution and the region. They should integrate primary research and original work into their teaching, and their performance should reflect current knowledge and teaching methods. Candidates should lead the development of innovative curricular models or teaching programs that gain recognition at the institutional or regional level.

C. Scholarly Activity – Scholarly activities may be used to support promotion to Teaching Associate Professor. Consideration of promotion will be predominantly based on candidates' performance in teaching, however.

D. Service and Administration - Candidates should demonstrate leadership in activity that enhances the profession, supports department, school, and university functions, and serves the community. Candidates for promotion will demonstrate evidence of visibility in service to the profession. Candidates should be involved in relevant state, regional and national professional organizations to promote teaching, education, or scholarship. Generally, quantity of service alone does not constitute grounds for promotion; rather, there should be evidence that the candidate's leadership has made a substantive contribution to the field or to the institution.

E. A minimum of three years served as a teaching assistant professor or assistant professor at the college level is generally required, but exceptions may be made for faculty members who have performed in equivalent capacity prior to their academic appointment. Typically, promotion to teaching associate professor will be considered after five years at the teaching assistant professor rank or assistant professor rank.

### **IV. Teaching Professor**

A. Candidates must possess a doctoral degree.

- B. Candidates must excel in teaching and be recognized at the national level as an important leader. Candidates must demonstrate exceptional teaching that reflects currency in knowledge and teaching methods. They should serve as role models and mentors to young faculty who are striving to become master teachers and/or clinicians. Candidates should possess uniformly excellent reputations as teachers throughout the institution and the region, demonstrated by leadership roles in regional and/or national professional societies. The development of innovative curricular models or teaching programs that have achieved national or international recognition will also be expected.
- C. Scholarly Activity – Scholarly activities may be used to support promotion to Teaching Professor. Consideration of promotion will be predominantly based on candidates’ performance in teaching, however.
- D. Service and Administration - Candidates should engage in nationally visible activity that enhances the profession, supports department, school, and university functions, and activities that affect broad constituencies. Evidence of significant service contributions may include but are not limited to legislative advocacy, standards development, licensure review, and organizational leadership. Administrative leadership may be considered and is reflected but are not limited to activities such as school-wide key roles, leadership of important campus committees, and important roles in national associations. Generally, quantity of service alone does not constitute grounds for promotion; rather, there should be evidence that this service has made a substantive contribution to the field and to the institution.
- E. A minimum of three years served as a teaching associate professor at the college level is required. Typically, promotion to teaching professor will be considered after five years at the teaching associate professor rank or associate professor rank.

## **Academic Titles to be used in Promotion of Faculty on the Research Track**

### **Title Definition**

“Research” is used to designate faculty whose primary responsibilities are to engage in research and similar scholarly activities.

#### **I. Research Assistant Professor**

- A. Candidates must possess a Master’s degree or higher.
- B. Candidates must excel in scholarly activity. Scholarship can be evidenced by publications and/or presentations at the national or international level. Presentations and publications

can be but are not limited to reviews, analytic studies, clinical case studies, standards of care, innovative teaching method tools, or basic or translational research results. Textbook chapters, development of training materials and faculty development activities will be considered. Serving as a reviewer for textbooks or journals is evidence of scholarship. Candidates will show evidence of promoting student participation in research and/or other scholarly activities.

- C. Teaching and Clinical Activity – Teaching and clinical activities may be used to support promotion to Research Assistant Professor. Consideration of promotion will be predominantly based on candidates’ performance in scholarship, however.
- D. Service and Administration -- Candidates should engage in activity that enhances the profession, supports departmental, school, and university functions, and serves the community. Candidates for promotion will demonstrate evidence of visibility in service to the profession, and will develop a state or regional reputation in their field. Generally, quantity of service alone does not constitute grounds for promotion; rather, there should be evidence that this service has made a substantive contribution to the field or to the institution.
- E. A minimum of three years of scholarly activity as a faculty member at the university level or a doctoral degree is required.

## **II. Research Associate Professor**

- A. Candidates must possess a doctoral degree or the relevant terminal research degree for their field.
- B. Candidates must excel in scholarly activity. Scholarship can be evidenced by publications and/or presentations. Publications and presentations at the national or international level can be but are not limited to basic or translational research results, reviews, analytic studies, clinical case studies, standards of care, or innovative teaching tools. Textbook chapters, development of teaching materials and faculty development activities will be considered. Developing and participating in internally and externally funded projects will be given strong consideration. Serving as a reviewer for major textbooks or significant journals is evidence of scholarship. Candidates should show evidence of contributing to research education at the graduate level by serving on masters’ and doctoral students’ thesis committees.
- C. Teaching and Clinical Activity. Teaching and clinical activities may be used to support promotion to Research Associate Professor. Consideration of promotion will be predominantly based on candidates’ performance in scholarship, however.

- D. Service and Administration. Candidates should demonstrate leadership in activity that enhances the profession, supports department, school, and university functions, and serves the community. Candidates for promotion will demonstrate evidence of visibility in service to the profession, and will demonstrate an emerging national reputation in their field. Candidates may be involved in relevant state, regional and national professional organizations to promote scholarship, clinical care, and education. Candidates may provide service by serving as a reviewer for peer-reviewed journals. Generally, quantity of service alone does not constitute grounds for promotion; rather, there should be evidence that the candidates' leadership has made a substantive contribution to the field or the institution.
- E. A minimum of three years served as a research assistant professor at the university level is generally required, but exceptions may be made for faculty members who have performed in equivalent capacity prior to their academic appointment. Typically, promotion to research associate professor will be considered after five years at the research assistant professor rank.

### **III. Research Professor**

- A. Candidates must possess a doctoral degree.
- B. Candidates must excel in scholarly activity. Candidates should have established a national or international reputation. Scholarship at the level of a professor can be evidenced by presentations and publications. Publications can be basic or translational research results, reviews, analytic studies, clinical case studies, standards of care, or innovative teaching tools. Textbook chapters, development of teaching material and faculty development activities will be considered. Development of, and participation in, intramural and extramural funding at a significant level will be given strong consideration. Serving as an editor of a major book(s) or as an editor or member of an editorial board of a significant journal is evidence of scholarship at this level. Active participation in national organizations may be evidence of national leadership. Candidates should show evidence of contributing to research education at the graduate level by serving on masters' and doctoral students' thesis committees.
- C. Teaching and Clinical Activity – Teaching and clinical activities may be used to support promotion to Research Professor. Consideration of promotion will be predominantly based on candidates' performance in scholarship, however.
- D. Service and Administration. Candidates should engage in nationally visible activity that enhances the profession, supports department, school, and university functions, and activities that affect broad constituencies. Evidence of significant service contributions

may include, but are not limited to serving as an editor or on an editorial review board of a peer-reviewed journal, legislative advocacy, standards development, licensure review, and organizational leadership. Administrative leadership may be reflected but is not limited to activities such as school-wide key roles, leadership of important campus committees, and strong roles in national associations. Generally, quantity of service alone does not constitute grounds for promotion; rather, there should be evidence that this service has made a substantive contribution to the field and to the institution.

- E. A minimum of three years served as a research associate professor or associate professor at the university level is required. Typically, promotion to research professor will be considered after five years at the research associate professor rank.

## **Procedure for Review of Clinical and Research Track Faculty Dossiers**

### **Rationale**

The School of Health Professions and each of its departments must maintain high standards in recruiting and promoting non-regular faculty members. Following the *System-Wide Perspectives on Appointment, Promotion, and Tenure: Oct. 29, 1984*, "Because of the wide diversity within the university, it is recognized that there must be some variation among units in the development of specific criteria for judging the merits of individual faculty. However, variation in criteria must not translate into variation in standards."

Advancement is not an entitlement, but recognition of excellence. Clinical and Research track faculty members are to be evaluated in accordance with responsibilities specified in their letter of appointment and annual reviews. Clinical and Research track faculty members within the School of Health Professions represent diverse disciplines and have a diverse set of responsibilities. Each faculty member should be informed in writing of his/her responsibilities prior to appointment in a department in the School of Health Professions. The decision on a promotion application of a NTT academic appointment carries an automatic salary increase provided by the Provost's office.

### **Review Process**

Committee on Review. Each non-regular faculty member who desires to be considered for promotion will compile a dossier that must be submitted by **September 30** of the academic year in which he/she wishes to be reviewed. The dossier will first be considered by a Committee on Review (COR). The candidate may nominate two faculty members to serve on the COR. The department chair will appoint three qualified faculty members to serve; at least one of these should be selected from those suggested by the candidate. All members of the COR shall be individuals who are qualified to review the candidate's activities, contributions, and progress. All members of the COR shall be at the promotable level or above in rank to the candidate. For

example, a clinical assistant professor applying for promotion may have clinical associate professors, associate professors, clinical full professors, or full professors serving on the COR. The three members shall include at least one tenure-track faculty member and at least one clinical, teaching, or research track faculty member. The third member may be either a tenure-track faculty member or a clinical/teaching/research track faculty member.

In departments with sufficient faculty to provide appropriate guidance and evaluative judgments of merit, the COR may be conducted by a committee formed from within the candidate's department. However, external members from outside the department may be selected as needed. For candidates whose departments do not include sufficient numbers of senior faculty, the COR may consist of members that are drawn primarily from other departments within the School of Health Professions or may include members from other university departments or divisions. The COR shall review all materials provided by the candidate. This committee may solicit whatever additional information its members deem appropriate, from within and outside the university, to evaluate the candidate in the areas of teaching, research/scholarly activity, clinical teaching and practice, and service/administration. The members of the COR will collectively write an integrative report designed to review scope and significance of clinical practice, research, teaching, and service/administration. The individual comments of all reviewers and other individuals who provide input to the COR shall be kept confidential. The report shall be submitted to the department chair by **November 15**.

#### Departmental Chairperson

The candidate's Department Chair will compose a letter summarizing the content of the COR's report and adding his/her own independent assessment. The letter should include the recommendations regarding promotion or non-promotion; these recommendations should be forwarded to School of Health Profession's Clinical and Research Faculty Promotion Committee by **December 31**.

#### Clinical and Research Faculty Promotion Committee

All materials will be forwarded to the School of Health Profession's Clinical and Research Faculty Promotion Committee. This committee will be comprised of five members including at least two clinical, teaching, and/or research faculty members at or above the promotion level and at least one tenure-track faculty member. In addition, the Dean will assign an ex-officio member to this committee. Ideally, terms of appointment will be three years with approximately 60 percent of the committee being retained each year to maintain continuity. The School of Health Profession's Clinical and Research Faculty Promotion Committee may solicit additional information and offer the candidate suggestions for clarification, supplementation, or organization of the dossier as necessary to enable formulation of an evaluative summary of the candidate's qualifications for promotion.

Any committee member who is under consideration for promotion or who has a personal conflict of interest in the process will be absent during the Committee's deliberations and will not vote on the relevant promotion. All other members of the Committee shall vote on the candidate. The Committee Chair, in consultation with other members of the Committee, shall decide on what constitutes a conflict of interest. The tally of votes on personnel actions will be documented in the Committee's letter to the Dean. The Clinical and Research Faculty Promotion Committee will submit all materials, including its summary evaluation and a recommendation for/against promotion to the Dean by **February 15**.

#### Dean of School of Health Professions

The Dean shall review all recommendations and may consult with members of his/her faculty individually or in a group and may confer with others. The Dean should solicit whatever additional information is deemed appropriate for making an independent evaluation and recommendation. The Dean shall then forward all recommendations to the Provost of the University for a final decision by **March 15**.

#### **Reconsideration Process**

Candidates will be notified within five business days of the decision taken at each level of the review process and of the explanation for a negative decision. Candidates have the right to request reconsideration of a negative decision. Within five business days from his/her receipt of notification of the negative decision, a candidate must notify the person in charge (chair, committee chair, or dean) at the level of the negative decision of his/her intent to request reconsideration. The candidate must submit a written document setting forth the basis for reconsideration within ten business days from receipt of notification of the decision for which reconsideration is requested.

The School of Health Professions committee or individual administrator whose decision is under appeal should respond to the candidate's appeal within ten business days. The candidate must be available and accessible for a reasonable amount of time during this period to respond to questions or requests for information.

Regardless of the ruling at any level, the candidate's dossier will continue to be reviewed at all designated levels (e.g., department, school, Provost as applicable) unless the candidate withdraws his/her dossier from the process. A candidate may withdraw his/her dossier from the process at any point.

Any further appeals are governed by relevant campus and university policy.

## **Items for Inclusion in Promotion Dossiers for Clinical and Research Track Faculty**

The School of Health Professions follows the “Promotion Procedures for Ranked Non-Regular Faculty” found at: [http://provost.missouri.edu/faculty/tenure\\_nonregular.html](http://provost.missouri.edu/faculty/tenure_nonregular.html).

When preparing your dossier, please follow the content outline carefully.

Note: The School of Health Professions does not require external letters of review, but recommends that peer review letters be obtained by the candidates.

The following are guidelines for Summaries of Accomplishments. Candidates are unlikely to have participated in all of the listed activities and should present only those that are applicable.

### Clinical Track – Teaching

- Statement of teaching philosophy
- Summary of teaching responsibilities reviewed historically, including any especially noteworthy accomplishments, awards and honors
- Summary of student and peer teaching evaluations (no more than 4 peer evaluation letters)
- Statement of what the candidate has contributed to the department in teaching/education (new courses, mentoring, teaching innovations, etc.)
- Summary and evaluation of advising activities (undergraduate advising, graduate advising, thesis/dissertation direction, etc.)
- Involvement in campus-wide teaching initiatives (Campus Writing Program, General Education Program, Honors College, FIGS, Residential Learning Communities, Wakonse, First-Year Experience, etc.) and the use of technology in the delivery of instruction
- Number of related external activities (number of workshops, presentations, newsletters, etc.)
- Detailed evidence of the quality of external activities, including any awards or honors
- Description of candidate’s national/international work, including teaching, research, lecturing, technical assistance, and program development

### Clinical Track – Clinical Care

- Statement of Clinical Philosophy
- Summary of clinical responsibilities reviewed historically, including any especially noteworthy accomplishments, awards and honors
- Summary of student and peer clinical evaluations (no more than 4 student/peer evaluation letters)
- Summary of what the candidate has contributed to the department clinically (new services, new techniques of innovations, standards of care, program development, mentoring, etc.)
- Summary and evaluation of professional training activities (practica students, interns, pre- and post-doctoral fellows, etc.)
- Involvement in local or regional clinical initiatives (professional workshops, etc.)
- Number of related external activities (number of workshops, presentations, newsletters, etc.)

- Detailed evidence of the quality of external activities, including professional consultations, awards, or honors
- Description of candidate's national and/or international work, including teaching, research, lecturing, technical assistance, and program development

### Research Track

- Statement of research/scholarly responsibilities reviewed historically, including any especially noteworthy accomplishments, awards and honors
- Summary of student and peer evaluations (no more than 4 peer evaluation letters)
- Statement of what the candidate has contributed to the department in research and scholarship:
  - Information on scholarly works
  - Lists of titles of books with percent contribution to joint-authored works
  - List of refereed journal articles with percent contribution to joint-authored works
  - Other publications, including abstracts and proceedings
  - Comments with respect to quality of publications, creative works, including any major awards and honors, general comments about disciplinary standards (basic vs. applied research, journal articles vs. case reports)
  - Statements of quality of journals in which the candidate has published
  - Institutional support (e.g. start-up funds, released time, internal grants)
  - Comments concerning nature of research within the discipline. (For example, it is typical for people in the discipline to list the major author first or last?)
  - Proper expectations for external funding
  - Detail on grants such as total funding, number of years, salary coverage, and whether graduate students are paid from a grant
- Summary and evaluation of mentoring activities (undergraduate and graduate mentoring, thesis committees, etc.)
- Involvement in campus-wide research initiatives (grant-writing workshops, multidivisional research programs, etc.)
- Number of related external activities (number of workshops, presentations, newsletters, etc.)
- Detailed evidence of the quality of external activities, including any awards or honors
- Description of candidate's national/international work, including teaching, research, lecturing, technical assistance, and program development

### Service/Administration

- Summary of the amount and quality of service contributions
- Participation in meetings of state, regional, and national associations. This should include a listing of scholarly participation, offices held, editorial and refereeing responsibilities, and major presentations.