Promotion Policy for Clinical Faculty

HHP PPS No. 04.02.11
Effective Date: April 24, 2025
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Sr. Reviewer: Department Chair

01. PREAMBLE

01.01 The Department of Health and Human Performance (HHP) policy and procedure statement on Promotion of faculty is based on the following sources of relevant criteria:

a. University Academic Affairs AA/PPS 04.01.22, Clinical Faculty Appointments

b. University AA/PPS 04.02.21, Non-Tenure Line Faculty Promotion Review

c. HHP PPS No. 04.02.10, Annual Faculty Evaluation

01.02 The Department of HHP criteria and procedures for promotion of clinical faculty must be general enough to include the needs of four disciplines (Athletic Training, Exercise & Sports Science, Public Health, and Recreation).

01.03 A faculty member is evaluated in the areas of teaching, scholarly, and professional engagement, and leadership and service as appropriate to their position, including their collegial contributions to the university and community. Collegial faculty members are expected to contribute to the positive functioning of the department or school and the university. Candidates must meet the terminal degree policy for their academic unit to be eligible for promotion.

02. EXPECTATIONS

02.01 HHP clinical faculty seeking promotion are expected to excel in teaching, scholarly and professional engagement, and service in accordance with assigned workload. For each area (teaching, scholarly/creative activity, and service), faculty will be evaluated on multiple criteria as described in the HPP Evaluation Rubrics (Appendix B-D of HHP PPS 04.02.10). Faculty are also expected to maintain the highest standards of ethical conduct and collegiality in all they do, as outlined in the Faculty Handbook.

02.02 HHP faculty members may have different workloads. Consequently, each candidate seeking promotion should provide evidence of teaching load; reassigned time for internship supervision, student teaching supervision, program administrative duties; or scholarly and professional engagement resources provided upon hiring (e.g., summer research release, GRAs); and other funding that affects workload.

02.03 The performance of HHP faculty is evaluated on documentation of teaching, scholarly and professional engagement, and service. The following expectations for faculty performance are presented to guide and inform HHP faculty, including members of the Personnel Committee (PC).

03. TEACHING

03.01 Faculty must meet expectations for teaching at all instructional levels as an essential criterion for promotion decisions. Every effort shall be made to recognize and emphasize excellence in teaching. The nature, quality, and quantity of teaching performance of each candidate will be considered.

03.02 Evaluation of Teaching Performance. Effective teachers bring the challenge of new and/or stimulating ideas to students to help them learn, improve their critical thinking skills, and motivate them to be lifelong learners and scholars. Effective teaching and student mentoring are established through documentation and evaluation of teaching quality. Teaching is evaluated on the basis of scholarly preparation, course development and planning, at least two peer evaluation through classroom visits and student evaluations. Many factors are considered when evaluating teaching and may include classroom performance and preparation, syllabi and other course materials, graded assignments, effective testing, laboratory, clinic, field education, student engagement/interaction, supervision of students, staying current in the discipline, student academic and career advising, and curriculum improvement.

Evidence of high-quality teaching may include but is not limited to:

a. Student evaluations;

b. Peer evaluations by members of the PC, including the candidate's mentoring committee and/or advanced-level HHP clinical faculty;

c. Peer evaluations by tenured faculty at Texas State external to HHP;

d. Course syllabi;

e. Reflective narrative/teaching philosophy statement;

f. Major assignments and evaluation procedures;

g. Examinations;

h. Samples of student work;

i. Letters from alumni or students;

j. Presentations at teaching conferences;

k. The use of appropriate technology to support instruction and enhance student learning;

l. Participation in course, program, and departmental curriculum planning and development;

m. Teaching grants or awards received;

n. Participation in University-based programs designed to enhance and support instructional efforts;

o. Evidence of enhancing teaching excellence (e.g., presentation of improvement in learning data tied to instructional innovation);

p. Number and nature of courses taught (e.g., face-to-face, online, hybrid, service learning, study abroad, study in America) each semester. Reviewers should recognize that some courses may place a heavier demand on faculty time and effort than others;

q. Number of completed doctoral dissertations, master's theses, independent studies, and culminating research projects supervised; and

r. Number of doctoral dissertation and master's thesis committees on which the candidate served as a member.

04. SCHOLARLY AND PROFESSIONAL ENGAGEMENT

04.01 While the primary responsibilities of clinical faculty will be teaching, service, or clinical assignments, participation in scholarly and professional engagement is an expectation for clinical faculty. The kinds of scholarly

and professional engagement may vary from one academic or professional field to another, but the expectation is that the clinical faculty members: 1) publish scholarly works and creative achievements of high quality or distinction and 2) demonstrate current and contemporary competence in clinical practice or management. The following paragraphs outline expectations for productivity and provide guidelines on the documentation of quality, or professional distinction in the field of scholarly and professional engagement. Collaboration is valued as a means of enhancing the quality of scholarly and professional engagement; however, clinical faculty seeking promotion to the next level are expected to provide evidence of leadership in scholarly and professional engagement through significant peer-reviewed contributions that enhance knowledge, skills, and practice in education, or relevant disciplines (e.g., first or corresponding author, reports, presentations, publications). The relative contributions of all authors of collaborative research must be documented and will be considered in evaluating productivity and the quality of scholarly and professional engagement. The scope and nature of scholarly and professional engagement for clinical faculty should align with the faculty member's assigned workload and professional responsibilities. Examples of acceptable scholarly and professional engagement activities are outlined in the HHP Annual Faculty Evaluation Policy (PPS 04.02.10, Appendix C).

04.02 The HHP Department recognizes that faculty scholarly and professional engagement enhances teaching and vice versa; therefore, an inclusive view of scholarly and professional engagement that recognizes the importance of *discipline-based* (theoretical), *application-oriented* (action), and *pedagogical* (instructional) research and scholarship is valued. Specific to clinical faculty, peer-reviewed scholarly and professional engagement achievements that focus on discipline-specific clinical roles and responsibilities are considered valuable contributions to scholarship (e.g., clinical briefs, practice notes, teaching techniques, reports, presentations). Even though faculty members may publish in many venues, peer-reviewed works are the primary evidence of productivity and quality in decisions related to promotion. In general, a record of peer-reviewed high-quality publications is expected for all candidates for promotion. The Department of HHP defines the peer-review process as a process through which academic writing is subjected to the scrutiny of the larger academic community. Venues for peer-reviewed works should be sought that will result in the greatest recognition by colleagues; therefore, more emphasis will be given to national and international works.

04.03 Documentation of Productivity for Scholarly and Professional Engagement. For candidates applying for promotion from clinical assistant to clinical associate professor, or promotion from clinical associate professor to clinical professor, the body of work for a candidate will be evaluated holistically when making promotion decisions. University policy (AA/PPS 04.01.22 Clinical Faculty Appointments) requires that candidates provide evidence of "scholarly and professional engagement – peer-reviewed and published contributions, or its equivalent, that enhance knowledge, skills, and practice in clinical practice, education, or relevant disciplines". Faculty must meet expectations for scholarly and professional engagement as an essential criterion for promotion decisions. Evidence of productivity should focus on peer-reviewed, archival scholarly achievements, with an emphasis on productivity while at Texas State. Productivity expectations are based on work-load assignment. Candidates for promotion to the rank of clinical associate professor are *minimally* expected to average one peer-reviewed publication every three years. Candidates for promotion to the rank of clinical professor are *minimally* expected to average one peer-reviewed publication every three years with a demonstrated leadership role in the activity (e.g., lead authorship, primary investigator role).

04.04 Scholarly achievements or products are normally considered as evidence of scholarly engagement. This may include but is not limited to:

a. Clinical and/or research-based articles published in high quality peer-reviewed publications;

b. Clinical and/or research-based peer-reviewed articles in press or published online before print (must have DOI assigned);

c. Refereed books published;

d. Refereed edited books published;

e. Editor of edited books (chapters written by range of authors) published;

f. Refereed book chapters published;

g. Refereed monographs published;

h. Refereed, full-manuscript articles published in proceedings; and

i. Clinical, field and/or research-based peer-reviewed reports.

j. Successful external grants and contracts that support research and professional engagement.

04.05 While still important, the following scholarly activities represent work toward archival scholarly achievements, and will, therefore, be assigned less weight toward a positive promotion decision in the area of scholarly and professional engagement:

a. Successful internal grants and contracts that support research and professional engagement;

b. Unsuccessful submission of external grant proposals;

c. Development of tests and/or assessment instruments;

d. Development of software and/or multimedia products;

e. Technical reports published;

f. Peer-reviewed abstracts of professional presentations published; and

g. Book reviews published.

04.06 Clinical faculty make unique contributions to the mission of the department through *professional engagement* in the clinical practice of their respective discipline. When required for clinical practice, clinical faculty are expected to maintain their primary practice credentials (e.g., Licensed Athletic Trainer, Certified Therapeutic Recreation Specialist, Texas Teaching Certification). Although the practice expectations will vary between the disciplines of the department, evidence of professional engagement should be included when seeking promotion. This evidence may include, but is not limited to:

a. Attainment and maintenance of professional licensure, board certification, and/or professional credential;

b. Evidence of current clinical practice;

c. Leadership positions within clinical practice (e.g., clinical director, clinical board member).

d. Clinical consultancies with discipline-specific institutions/organizations;

e. Development and/or delivery of discipline-specific clinical and/or community programs;

f. Development of clinical practice guidelines supported by national or state professional organizations; and

g. Delivery of peer-reviewed presentations (clinical, scientific, and/or programmatic) at national or state conferences.

04.07 Documentation of Quality for Scholarly and Professional Engagement. The quantity of published scholarly achievements (Productivity) is not sufficient evidence of scholarly and professional engagement for promotion. The quality of each scholarly and professional engagement achievement must be documented and is often more important than quantity. Quality refers to the implications to the field, significance, and importance of the work. When documenting quality of publications, indicators such as complexity of scholarly products, author contribution, importance to the field, and serial acceptance rate may be used to demonstrate significant value to the faculty's academic discipline. Candidates must address these quality indicators in a brief description of their scholarship. Furthermore, indirect indicators from disciplinary peer-review are also acceptable and include but not limited to journal acceptance rate, disciplinary prestige, and impact factor. Similarly, when documenting the quality of externally funded grants, indirect indicators such as sponsor/agency funding rates, duration, and total grant award amount are acceptable; however, a brief description of how the funded research is novel, will likely contribute to theory, practice, or the discipline in the portfolio essay is preferred. In short, all scholarly products as defined in this document are not considered equal.

05. SERVICE

05.01 In addition to demonstrated excellence in teaching and scholarly and professional engagement, candidates seeking promotion should have a commitment to the University and their professions through participation in service activities. Such participation may take several different forms, including: service to the University (service on committees charged by the Texas State Faculty Senate or by an administrator at the Dean level or higher); service to the College (service on committees charged by the Dean of the College of Education); service to the department (service on committees charged by the chair of the department); and service to the profession or to higher education in general (service appointments made

by officials representing professional organizations, public schools, cities, states, or the nation).

05.02 Faculty members are expected to participate in the conduct of their department, college, and university; in appropriate professional organizations in their field; and in professional service to schools, colleges, universities, and other agencies in the community. Evidence of meeting or exceeding service may be established through careful consideration in the areas of productivity and quality. While service activity is expected of each faculty member, service shall not substitute for expectations in teaching, clinical responsibilities, or scholarly and professional engagement.

05.03 Documentation of Service. Lists and descriptions of activities, copies of materials produced, letters from groups served, and any forms of recognition will be examples of supporting data for effective leadership/service. Examples of evidence include:

a. Letters of recognition from the chair of a committee;

b. Minutes from meetings indicating active participation;

c. Examples of projects undertaken by the committees; and

d. College, university, or professional awards for service

05.04 Productivity. Evidence of a faculty member's productivity is manifested by the extent of participation on departmental, college, and university committees; in professional organizations at the local, state, or national levels; in outreach activities related to student settings; and in service to scholarly and professional engagement, such as serving as editor, reviewer, consultant, speaker, and panel member. The level and frequency of participation will be considered. Candidates seeking promotion to the rank of clinical professor are expected to have more extensive service and it is highly encouraged to have documented leadership roles prior to promotion.

05.05 Quality. Service involves working creatively with others so that professional knowledge has an impact on the schools, colleges, professional organizations, community agencies, and other institutions. The impact of service on the group served is of critical importance in evaluating quality of leadership/service. Candidates should provide

evidence of achievements made or contributions to their department, college, university, or professional service.

06. PROCEDURE FOR DOCUMENTATION

06.01 A complete, accurate, and up-to-date Curriculum Vita presented in the approved Texas State Vita (AA/PPS 04.02.20) format shall serve as the primary documentation of teaching, scholarly and professional engagement, and service activities.

06.02 The candidate must create an electronic portfolio using the Faculty Qualifications platform provided by the University. The electronic portfolio contains examples of documentation, as specified in paragraph 06.03. Candidates are responsible for attaching documentation materials (e.g., course syllabi, published manuscripts, grant award letters) through the Faculty Qualifications System. The department Chair and the mentoring committee for the candidate serve as advisors for portfolio development.

06.03 Documents included in the electronic portfolio. Documents will be uploaded in the appropriate folders in the portfolio (e.g., teaching, research, service, and Texas State Vita). Candidates should include samples of their best work and avoid the temptation to document every item in the Texas State Vita.

a. Fully completed and signed tracking forms appropriate to the promotion.

b. Texas State Vita and a three- to five-page narrative on teaching philosophy and accomplishments, scholarly and professional engagement agenda and accomplishments, and service agenda and accomplishments. This narrative should discuss any unique circumstances, context, and evidence of quality that should be considered by reviewers.

c. Original document samples of productivity in teaching, service, and scholarly and professional engagement should be included.

06.04 All faculty undergoing promotion must complete a background check prior to final approval of the action, in accordance with AA/PPS 04.02.21.

06.05 Faculty typically spend five years in rank before being eligible for promotion to the next rank. The year in which the promotion is reviewed will count as one of the years in rank. In truly exceptional and well-

documented cases, faculty who have truly outstanding records may apply for promotion without prejudice before the end of the fifth-year period. This decision should be made after consultation with the personnel committee, chair or director, and dean. Faculty members in these title series are not compelled to seek promotion AA/PPS 04.01.22.

Certification Statement
This HHP PPS has been approved by the reviewers listed below and represents the HHP Department policy and procedure from the date of the document until superseded.

Department Chair
Personnel Committee