

MEMORANDUM

TO: Fort Wayne Senate

FROM: Wylie Sirk, Chair
Faculty Affairs Committee

DATE: 2/13/2023

SUBJ: Approval of Senate to Clarify SD 18-15

WHEREAS, SD 18-15 was passed to update SD 17-11, when SD 18-15 should supersede SD 17-11.

BE IT FURTHER RESOLVED, the Faculty Affairs Committee is requesting the Purdue Fort Wayne Senate affirm that SD 18-15 supersedes SD 17-11.

MEMORANDUM

TO: Fort Wayne Senate

FROM: Zafar Nazarov, Chair
Faculty Affairs Committee (FAC)

DATE: February 25, 2019

SUBJ: Guiding principles of promotion for clinical faculty at PFW

WHEREAS, the Purdue Fort Wayne Senate approved guiding principles and procedures for promotion of clinical faculty (SD 17-11) at PFW in the fall of 2017; and

WHEREAS, the Faculty Affairs Committee was notified that the current policy document (SD 17-11) misses the guiding principles and procedures for promotion from Clinical Instructor to Assistant Clinical Professor; and

WHEREAS, the Faculty Affairs Committee determined that the previous guiding principles and procedures require the presence of the terminal degree for promotion to Associate Clinical Professor based on scholarship and/or creative endeavor, the requirement which is absent in the procedures for appointing and promoting clinical/professional faculty established by Purdue University West Lafayette; and

WHEREAS, to resolve these inconsistencies in PFW guiding principles and procedures for promotion of clinical faculty, the Faculty Affairs Committee, revised and updated the current policy document (SD 17-11); and

BE IT RESOLVED, the Faculty Affairs Committee is requesting the Purdue Fort Wayne Senate adopt the revised version of SD 17-11 as the guiding principles for promotion of clinical faculty at PFW.

GUIDING PRINCIPLES FOR PROMOTION OF CLINICAL FACULTY AND PROFESSORS OF PRACTICE

(Information regarding promotion and tenure guiding principles for tenure track and tenured faculty can be found in SD 14-35)

PFW is a comprehensive university that is committed to maintaining a standard of excellence for teaching, scholarship and/or creative endeavor, and service in its diverse programs, departments, and schools/colleges. Maintaining this standard can be accomplished only by employing and promoting clinical faculty and professors of practice who share this mission.

The most important decisions in the academic profession, for clinical faculty, for professors of practice and for the institution, regard the awarding of promotion. Promotion is recognition of past achievement.

Clinical faculty and professors of practice provide invaluable contributions to the University community, its students, and the community at-large. It is through promotion that the University rewards those contributions. Retaining clinical faculty and professors of practice who are focused on blending theoretical and clinical knowledge, who provide practical instruction and the application of professional knowledge and skills, and who are more oriented to practice than to scholarship and/or creative endeavor ensures the University is able to meet its mission.

Significant diversity exists with respect to the needs and goals of programs, and the ways in which clinical faculty and professors of practice contribute to the university. Such diversity is essential to the intellectual health of the university and its success in meeting its mission. At the same time, pursuit of the university's mission and goals unifies all programs and gives a sense of shared purpose while preserving and fostering diversity of work. This document lays out guiding principles that are reflective of the university's mission, vision, goals, and values. Departments must define criteria for promotion for their clinical faculty and professors of practice that are appropriate for their respective disciplines, but that are also in keeping with these guiding principles.

The awarding of promotion is the university's recognition that individual clinical faculty members and professors of practice have successfully met their department's criteria, and in so doing, have worked to advance the university's mission and goals. Promotion criteria are the standards for summative judgment, and as such, must be guidelines for clinical faculty and professors of practice development. Departments must develop their own promotion policies, defining criteria for excellence and competence in teaching, scholarship and/or creative endeavor, and service at all levels. A department's policy should define what the department means by "teaching," "scholarship and/or creative endeavor," and "service," and list activities and achievements properly associated with those terms, along with qualitative standards by which they may be judged.

The promotion policies developed by each department must be clear, meaningful, and include criteria for being promoted. They must be consistent in content with the guiding principles laid

out in this document. The promotion policies and criteria adopted by a department must be used uniformly as the only standard by which to judge cases for promotion from that department.

All candidates for promotion to Assistant Clinical Professor, Associate Clinical Professor or Clinical Professor, Assistant Professor of Practice, Associate Professor of Practice or Professor of Practice must demonstrate excellence in teaching, scholarship and/or creative endeavor, or service. Candidates must choose to demonstrate excellence in only one category. All candidates must also demonstrate competence in one other category. One category must be teaching. Clinical Instructors, Assistant Clinical Faculty and Associate Clinical Faculty, Instructors of Practice, Assistant Professors of Practice and Associate Professors of Practice may seek promotion after five years in-rank.

TEACHING

PFW faculty are expected to demonstrate a significant and ongoing commitment to advancing student learning and fostering student success. Such a commitment is reflected, in part, by remaining current in the content and pedagogy appropriate to one's discipline, but is also reflected in the continual consideration of one's own teaching effectiveness. This expectation extends to all faculty who teach, regardless of rank.

Teaching by clinical faculty and professors of practice occurs in a variety of contexts including, but not limited to, credit courses, non-credit programs and workshops, seminars, and continuing education programs, and the supervision of the clinical work of students / interns / practicum students. A range of activities that affect student learning – directly and indirectly – should be considered when documenting and evaluating one's teaching effectiveness. Documentation and formative evaluation should take place over time, and be informed by multiple measures that represent multiple perspectives (e.g., students, professional peers, self-evaluation). Demonstrating competency must include input from outside the department which might be on or beyond the campus. Demonstrating excellence must include input from outside PFW.

When teaching is the primary basis for promotion to Assistant Clinical Professor and Assistant Professor of Practice, in addition to demonstrating an exemplary learning environment, the candidate's performance must exceed the standard of competence in both qualitative and quantitative ways.

When teaching is the primary basis for promotion to Associate Clinical Professor and Associate Professor of Practice, in addition to demonstrating an exemplary learning environment, the candidate's performance must clearly exceed the standard of excellence for Assistant Clinical Professor and Assistant Professor of Practice in both qualitative and quantitative ways.

When teaching is the primary basis for promotion to Clinical Professor and Professor of Practice, in addition to demonstrating an exemplary learning environment, the candidate should have made significant contributions to teaching, pedagogy, and/or instruction outside their department, and/or in the university system, and/or in their discipline that has led them to gain recognition outside PFW appropriate to a faculty member at a regional comprehensive campus for their teaching and/or pedagogical work.

The specific standards of competence and excellence, as well as how they are to be documented and evaluated, shall be established by the department and articulated clearly in their promotion and tenure criteria document.

PROFESSIONAL PRODUCTIVITY OR SCHOLARSHIP AND/OR CREATIVE ENDEAVOR

PFW clinical faculty and professors of practice are expected to maintain currency in their discipline. One way to do so is to engage in professional productivity or scholarship and/or creative endeavors. The specific forms of this work and its reach must be defined by department criteria.

While assessing the professional productivity or scholarly and/or creative contributions of a candidate, some of the factors which may be important in establishing excellence are originality, significance, depth of consideration, contribution to the discipline, and relevance to the candidate's teaching. The evaluation of professional productivity or scholarly and/or creative contributions by authorities in the field is accomplished by a variety of means. Documentation concerning the frequency of opportunities for such work within the discipline, the stature of the publication, conference / meeting, the selection process (e.g. refereeing), as well as sources of funding may also be important in establishing excellence. Depending upon the discipline and area of endeavor, some combination of several or all of these aspects may be involved in building a case. The quantity of professional productivity or scholarship and/or creative endeavor is a sign of productivity; however, its quality is more important. The judgment of the candidate's work is primarily qualitative and it cannot be reduced to quantitative formulae. In general, the widely accepted evaluation practices within the discipline will determine what evidence a candidate includes in a promotion case. Demonstrating competence must include input from outside the department which might be on or beyond the campus. Demonstrating excellence must include input from outside PFW.

When professional productivity or scholarship and/or creative endeavor is the primary basis for promotion to Assistant Clinical Professor and Assistant Professor of Practice, the candidate should have demonstrated appropriate achievement beyond the most recent degree in clinical or professional practice as noted in the department's criteria document.

When professional productivity or scholarship and/or creative endeavor is the primary basis for promotion to Associate Clinical Professor and Associate Professor of Practice, the candidate should have demonstrated appropriate achievement beyond the standards for Assistant Clinical Professor or Assistant Professor of Practice for the discipline and as noted in the department's criteria document.

When scholarship and/or creative endeavor is the primary basis for promotion to Clinical Professor and Professor of Practice, the candidate should have gained national or international recognition appropriate to a faculty member at a regional comprehensive campus for their work.

The specific standards of competence and excellence, as well as how they are to be documented and evaluated, shall be established by the department and articulated clearly in their promotion

and tenure criteria document.

SERVICE

PFW faculty at all ranks are expected to take an active role in the campus beyond teaching and scholarship and/or creative endeavor; they are encouraged to contribute their expertise on a community, regional, national, and/or international level and/or to participate in professional organizations. For clinical faculty and professors of practice this can be a significant, and maybe even primary, part of their appointment.

Department criteria should distinguish between professional activities (those related to the faculty member's discipline or assigned university duties, or to the mission of the university) and nonprofessional activities (those not so related). If a candidate wishes to introduce evidence of service beyond the scope of the department criteria, it is the responsibility of the candidate to demonstrate the relevance of such service to their profession, disciplinary area, and/or role as a faculty member at PFW. The evidence to demonstrate excellence should include both quantity and quality of the service. The evaluation of service as excellent by authorities beyond the campus is accomplished by a variety of means. Demonstrating excellence must include input from outside PFW.

Unlike non-clinical faculty, clinical faculty and professors of practice are permitted to pursue promotion to any rank based on excellence in service. The service should be measured qualitatively and quantitatively.

When service is the primary basis for promotion to Assistant Clinical Professor and Assistant Professor of Practice, the candidate should have demonstrated service well-beyond the expectations of all faculty in that discipline in terms of quality and quantity.

When service is the primary basis for promotion to Associate Clinical Professor and Associate Professor of Practice, the candidate should have demonstrated service well-beyond the expectations of all faculty in that discipline in terms of quality and quantity, with a significant impact at the department and/or the campus levels.

If service is the primary basis for promotion to Clinical Professor and Professor of Practice, it must represent a significant contribution beyond the campus. Significant contribution goes beyond simply serving on a large number of committees or serving on particular committees for extended periods of time.

The specific standards of competence and excellence, as well as how they are to be documented and evaluated, shall be established by the department and articulated clearly in their promotion and tenure criteria document.