DEPARTMENT OF CLINICAL THERAPEUTIC PROGRAMS PROMOTION & TENURE POLICY
Adopted by Faculty April 2024
Approved by Provost July 2024

INTRODUCTION

The following is a clear framework to evaluate Clinical Therapeutic Programs' faculty regarding promotion and tenure at the departmental level. Eastern Kentucky University's [EKU] policy 4.6.4 states that departments shall have primary weight in evaluating their faculty. This framework honors our collective Department's commitment to:

1. The unique emphasis our programs place on clinical supervision as a signature pedagogy;
2. The ongoing work necessary to maintain program accreditation;
3. An emphasis on the Scholarship of Teaching and Learning (SoTL) and the Scholarship of Service that is appropriate for a teaching university with a 4/4 teaching load;
4. The literature which supports the importance of faculty wellness, a culture of support, and a professional-personal life balance;
5. Collegiality whereby faculty support each other toward successful promotion and tenure;
6. The flexibility needed to develop and celebrate faculty strengths and exhibit accomplishments that are in line with their goals; and
7. A clear departmental interpretation of the College of Education and Applied Human Sciences' (CEAHS) promotion and tenure policy.

The Department recognizes that teaching, service, and scholarship intersect. Therefore, we respect the ability of individual faculty to determine where best to include their work within the three-part framework of teaching, service, and scholarship.

EXPECTED PRACTICES FOR DEPARTMENT FACULTY

1. The Department Chair, members of the Departmental and College Promotion and Tenure Committees, and candidates for promotion and/or tenure are expected to be familiar and comply with University, College, and Departmental promotion and tenure policies (https://www.eku.edu/ceahs/resources/).
2. Candidates for promotion must notify the Chair of the Department in writing of their intention to apply no later than the date specified by the University Promotion and Tenure Policy and provided by the Department Chair and/or Promotion and Tenure Committee Chair. Individuals eligible for promotion and/or tenure must confirm their status with the College of Education and Applied Human Sciences Dean's Office.
3. Candidates for promotion and tenure will write a self-evaluation report on the correct form (www.forms.eku.edu - Promotion, Tenure, and Evaluation (Faculty)). Applications must include supporting documentation (i.e., artifacts), which should be organized, labeled, and referenced within the self-evaluation and submitted via the established mechanism (e.g., Google Drive).

4. Whenever possible, a Departmental promotion and tenure committee should be chaired by an experienced individual who has previously served on a promotion and tenure committee.
5. Throughout the promotion and tenure processes, principles of confidentiality must be respected.
6. The Departmental promotion and tenure committee, in conjunction with the Department Chair, should provide specific and encouraging feedback to help candidates identify where they currently fall on matrices and to assist them in improving narratives in subsequent years.
7. The Department Chair is responsible for ensuring reassessment of the Departmental policy at least every five years so that the policy continues to support faculty and reflect the stated missions of the Department and University.
8. When changes are made to evaluation criteria at the department, college, or University-level, or when faculty are reassigned a new home department or college by the University, faculty should reference Guidance Regarding Promotion and Tenure Policy Options for information about the possibility of electing evaluation criteria.
9. Some candidates for promotion and/or tenure may wish to apply prior service at another institution or place of employment toward the EKU probationary period. This must be agreed upon by the Department Chair and College Dean at the time of initial appointment and documented in the initial hiring letter and contract. Furthermore, for work at another institution to be considered for promotion and tenure purposes at EKU, complete documentation must be provided.
10. Although this policy has intentionally been created to allow flexibility, note that there should be no duplication or listing of items in more than one area. All narratives should be well written and supporting evidence, when required, should be well organized. Limit evidence to essentials; do not include filler content.

GUIDANCE FOR SELF-EVALUATION AND REPORTING OF TEACHING

The Department recognizes the following when considering the candidate's contributions in teaching:

- The Scholarship of Teaching and Learning is defined as systematic investigation of a teaching-learning issue that is shared for review, dissemination, and possibly some action that changes what is done in the classroom.
- Clinical supervision is the distinctive pedagogical process and area of practice that focuses on enhancing the professional development of the supervisor and supervisee, monitoring the quality of professional services offered to clients and patients, and gatekeeping the profession.
- Programs have different requirements for online instruction. The Department acknowledges that not all faculty teach online. Additionally, various methods of integrating technology in teaching and learning exist. Given such, the Department

encourages wholistic review of a candidate's teaching ability and cautions reviewers in their determination of a candidate's "technology integration."

In conjunction with the University's suggested prompts for the teaching narrative, candidates for promotion and tenure **may** include a discussion of two or three items that are especially relevant to their teaching expertise:

- Teaching philosophy
- Integration of technology into teaching and learning
- Development of knowledge and skills required by accreditation
- Opportunities for students to practice clinical skills within courses
- Integration of research/evidence-based practice
- Interprofessional practice
- Service delivery for diverse populations
- Instructional practices used in teaching academic and clinical education courses

This list is not exhaustive. Teaching may encompass a broad range of activities such as community-based learning experiences, clinical teaching and mentoring, and development of courses.

In regard to supporting documentation (i.e., artifacts), candidates for promotion and tenure should compile artifacts that reflect their work throughout the evaluation period (i.e., from initiation of employment to application for tenure, from initiation of employment to application for promotion to Associate Professor, from promotion to Associate Professor to application for promotion to Full Professor, etc.). For the area of teaching, the following are **required** artifacts:

- A representative sample (i.e., at least 50%) of the candidate's teaching and/or clinical supervision evaluations
- A list of courses taught (course titles)
- A representative example of ongoing course improvement (by way of example and not limitation: course syllabi, assessments, assignments, activities)
- Peer observation and evaluation of teaching and/or clinical supervision (i.e., at least one peer observation each year)

While faculty are expected to demonstrate growth with successive promotions, the committee recognizes that personal and organizational contexts change. Therefore, a specific order of accomplishments is not dictated by the committee, and faculty are not expected to excel equally in all areas. Our philosophy in the development of this document is not that faculty check off boxes in a matrix, but rather that they engage in qualitative reflection and professional growth as it relates to teaching and student engagement.

The **successful** candidate in teaching is one who demonstrates deep reflection of pedagogical approaches, responds thoughtfully to student, peer, and self-evaluation, consistently engages

in professional development to hone best teaching practices, and ensures alignment of courses with accreditation standards.

GUIDANCE FOR SELF-EVALUATION AND REPORTING OF SERVICE

The Department recognizes the following when considering the candidate's contributions in service:

- Faculty are engaged in extensive service at the program level due to accreditation standards, and this work is concentrated among a relatively small number of faculty. (see [Standards for Accreditation of Graduate Education Programs in Audiology and Speech-Language Pathology](#) and [Council for the Accreditation of Counseling and Related Educational Programs Standards](#)).
- There are a variety of service opportunities at various levels (e.g., program, department, college, University, profession, community) and faculty are **not** expected to be equally engaged in service at all levels.
- The Scholarship of Service occurs when faculty share their experiences and products with others by disseminating their work (e.g., Faculty Center for Teaching and Learning, Teaching and Learning Initiatives, Professional Learning Communities, Pedagogicon Conference and Proceedings, Scholars Week, developing clinical resources or handbooks).
- Our Department recognizes the value of leadership and the value of the work involved in supporting successful leaders. Individuals may make exceptional contributions in either role.

In conjunction with the University's suggested prompts for the service narrative, candidates for promotion and tenure **may** include a discussion of two or three items that are especially relevant to their service:

- Program-level engagement and/or service
- Service to clinical populations
- Screening and prevention
- Community service or education related to one's profession, professional identify, or professional philosophy
- Provision of in-services or professional development opportunities
- Mentorship of students in service
- Legislative action and/or advocacy
- Leadership, efforts to develop leadership skills, or efforts to support those in leadership positions
- Contributions to a positive professional environment
- Interprofessional engagement
- Engagement with regulatory agencies, non-profits, and/or community partners

In regard to supporting documentation (i.e., artifacts), candidates for promotion and tenure should compile artifacts that reflect their work throughout the evaluation period (i.e., from initiation of employment to application for tenure, from initiation of employment to application for promotion to Associate Professor, from promotion to Associate Professor to application for promotion to Full Professor, etc.). For the area of service, the following are **suggested** artifacts. It is **not** the expectation that faculty will include every suggested artifact:

- A measure of effectiveness of academic advising reflective of the advising responsibilities as determined by each program
- Representative example of community engagement and/or products (e.g., in-service, presentation, handbook, manual, clinical resource)
- Evidence of engagement with editorial boards, peer-review of scholarly proposals and/or publications

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The **successful** candidate in service is one who supports a collegial work environment that helps fulfill the mission of the University while placing primary emphasis on Program and Department level contributions which require ongoing attention, such as maintaining accreditation, advising, recruitment and retention, provision of clinical services, and wholistic admissions. The exceptional candidate makes consistent contributions in service of the profession and/or community.

GUIDANCE FOR SELF-EVALUATION AND REPORTING OF SCHOLARSHIP

The Department recognizes the following when considering the candidate's contributions in scholarship:

- Candidates should contribute to scholarship in their professional field through publication in national, regional, and/or state scholarly peer-reviewed journals. While publication in varied forms is valued, it is recognized that there may not be opportunities across all levels in all fields. Wholistic review of the candidate's scholarly contributions is encouraged. To support collaboration, we place no priority on author order.
- Candidates should contribute to scholarship in their professional field through presentation in national, regional, and/or state scholarly peer-reviewed forums. The Department acknowledges that there are limited funds to support out of state travel, which places inherent limitations on national level presentations. Wholistic review of

the candidate's scholarly contributions is encouraged. To support collaboration, we place no priority on author order.

- Unsuccessful efforts toward publication, presentation, and/or funding are recognized.
- In line with the Scholarship of Teaching and Learning and the Scholarship of Service, our department values additional opportunities for knowledge creation outside of journal publications (e.g., presentations, handbooks, manuals, clinical resources, and/or other student resources).
- Collaborative efforts in scholarship are desirable. Collaboration may occur among faculty, across programs, departments, and/or colleges, and should include students where possible. Efforts to involve students in scholarship are desirable.
- Faculty model scholarship in action via integration of both the innovative art and the evidence-based science of their profession. This work is part of our Department's signature pedagogy of clinical supervision.

In conjunction with the University's suggested prompts for the scholarship narrative, candidates for promotion and tenure **may** include a discussion of two or three items that are especially relevant to their scholarship:

- Scholarship in action
- Scholarship of teaching and learning
- Scholarship of service
- Dissemination of scholarly projects
- Inclusion of students in scholarship (e.g., thesis, dissertation, poster or presentation, abstract, publication)
- Interdisciplinary collaboration in scholarship
- Creative or technological activities (e.g., podcast, blog, video tutorials, laboratory spaces, workshops, experiential opportunities, illustration, infographic, social media content, manuals)

In regard to supporting documentation (i.e., artifacts) , candidates for promotion and tenure should compile artifacts that reflect their work throughout the evaluation period (i.e., from initiation of employment to application for tenure, from initiation of employment to application for promotion to Associate Professor, from promotion to Associate Professor to application for promotion to Full Professor, etc.). For the area of scholarship, the following are **suggested** artifacts...

- Published article or DOI
- Conference acceptance
- Evidence of scholarship in action (e.g., case example, clinical toolkit, assessment or treatment protocol, clinical resources or templates)

While faculty are expected to demonstrate growth with successive promotions, the committee recognizes that personal and organizational contexts change. Therefore, a specific order of

accomplishments is not dictated by the committee, and faculty are not expected to excel equally in all areas. Our philosophy in the development of this document is not that faculty check off boxes in a matrix, but rather that they engage in qualitative reflection and professional growth as it relates to scholarship.

The **successful** candidate in scholarship is one who makes meaningful and ongoing contributions to a variety of avenues of scholarship, engages in dissemination of scholarly work, and invites colleagues and students into scholarly projects.

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