

CLINICAL RANK PROMOTION CRITERIA – LINGUISTICS

Procedures for merit review and promotion in rank shall be the same for clinical rank faculty as for tenured and tenure-probationary faculty. Criteria for merit review and promotion in the areas of **teaching** and **service** shall be the same as those for tenured and tenure-probationary faculty. A research component is not expected for a clinical rank appointment.

I. Evidence of Teaching

Contributions in the teaching area may be substantiated by the following, as appropriate to the specific discipline:

- A list of specific courses taught and the enrollments listed by semester and academic year (including numbers and levels of applied students)
- Associate Instructor mentoring
- Independent study supervision and supervision of minor field candidates
- Registrars grade distribution during the period in status or as may be available
- Doctoral committees (advisory and research), including titles of dissertations or documents directed (with dates) (including membership in research committees at other institutions)
- Pedagogical refereed books
- Data-based pedagogical articles (up to 6 in rank) in refereed pedagogical journals
- Educational recordings and other materials (e.g. CD ROMs, videos)
- Reviews of the materials as evidence of the national impact of the pedagogical contribution
- Evidence showing outstanding/excellent quality and quantity of teaching: student evaluations (summaries of teaching evaluations, transcriptions of student comments)
- Peer evaluations based on class or lesson observations
- Solicited student letters and juries testifying to faculty member's quality teaching, or activities of students
- Solicited letters from those whose teaching the faculty member supervised
- Evidence of course development: syllabi, descriptions of innovative approaches to instruction, special curriculum design, incorporation of new technologies

- Workshops, festivals and lectures, including peer evaluations of presentations and materials
- Grants for curriculum development
- Teaching awards and recognition
- Unsolicited comments from students and colleagues indicating the influence of the candidate's teaching
- Evidence of student achievement
- Evidence of national recognition as a pedagogue (based on materials such as publications and reviews, work with national educational institutions or committees, and student awards).
- For full professor, the candidate must have achieved a documented national reputation as a successful teacher
- Consistently high student evaluations

II. Evidence of Service Contributions in the service area may be substantiated by the following:

- A list of the candidate's service activities at each level: department, school, campus, community, profession
- Contributions to workshops, symposia, conferences, and other similar activities in candidates area
- Administrative contributions at IU (chairs of committees, departments, coordination of programs, or areas)
- Administrative contributions at the (inter)national level
- Reviews and publications (including pre-publication reviews) that are related to professional service
- Program notes and other service to the public
- Journal editing and refereeing
- Student advising and letters of recommendation for students
- Recommendations for faculty colleagues, including tenure reviews for faculty outside of the candidate's department (inside or outside Indiana University)
- Program committees for Pedagogical Associations
- Participation in professional organizations
- Administering exams, etc.
- Evaluation of the quality of the service activity by associates in the service activity

Evaluation for Teaching – To be rated very good in teaching the contribution of the candidate should have a significant educational impact not only within Indiana University but also outside the university at a more national/international level. To be rated excellent in teaching, the contribution of the candidate should not only have a significant educational impact within Indiana University and outside the university at a more national/international level, but also the candidate should be judged by external evaluators as a major leader in the pedagogy of the field.

Evaluation for Service -- To be rated very good in service, the contribution of the candidate should have a significant service impact not only within Indiana University but also outside the university at a more national/international level. To be rated excellent in service, the contribution of the candidate should not only have a significant service impact within Indiana University and outside the university at a more national/international level, but also the candidate should be judged by external evaluators as a recognized leader in organizations related to the field at the national/international level with respect to service activities.