BACKGROUND
Following seminal work by Anderson (1988) and Dowling (1988, 1989), many University programs in Speech, Language and Hearing Sciences began to recognize the vital role clinical supervisors have in the education of graduate students. To facilitate the development and success of these graduate programs, some Universities have changed titles of clinical educators from 'supervisors', 'clinical lecturer' or 'clinical specialist' to clinical faculty, with assistant, associate and full professor ranks. With this change, clinical faculty members were provided with more opportunity for promotion.
Clark-Lewis and Karcher (2000) *57% of their respondents reported promotion and tenure options for clinical faculty.* Most departments valued clinical teaching, scholarly contribution and leadership when determining promotion.
O’Reaue, Valentin, Bitten, Alnas, Staab and Schobes-Petterson (2002) *Identified four Universities’ career paths for clinical faculty.* Three of the four Universities had promotion opportunities available to their clinical faculty members and were encouraged to carry out professional work in addition to supervision (including, service, teaching and research).
In the absence of clearly defined roles for clinical faculty members, criteria for promotion and tenure differ among Universities. With the clinical faculty ladder in place for at least a decade and gaining more acceptance, the current authors were interested in identifying specific responsibilities and requirements for promotion.

SURVEY QUESTIONS
1. How many clinical faculty are currently employed in your Department?
2. How many successful clinical faculty promotions have occurred in your Department?
3. Please rank the order of importance of the following to be promoted from Clinical Assistant Professor to Clinical Associate Professor (with 1 being most important and 14 being least important): Clinical Teaching, Classroom Teaching, Departmental Service, University Service, State Service, National Service, Peer-reviewed Publications, Non-peer reviewed Publications, Local Presentations, National Presentations, Community Engagement, Research Collaborations, Administrative responsibilities, Other.
4. Please rank the order of importance of the following to be promoted from Clinical Associate Professor to Clinical Full Professor (with 1 being most important and 14 being least important):
5. Indicate average percentage of FTE allotted for each activity per clinical faculty member.
6. When hiring a new clinical faculty member, the following are part of the interview process: formal presentation, scheduled meetings (Tenure Track Faculty, Clinical Track Faculty, Head of the Department, Dean of School/College)
7. Are guidelines provided for minimum time expected or allowed at each level before being considered for promotion?
8. Who initiates the promotion process?
9. The promotion review process includes the following:
10. If there are clinical educators/supervisors who are not in faculty positions, are there procedures for promotion?

RESPONSES RECEIVED
• Surveys were sent out to 60 Universities that were rated between 3 and 4 on the US News and World Report, 2008
• 23 responses to the survey were received
• 8 survey recipients identified the authors to indicate that their programs did not have a clinical faculty system. Total response rate - 45%
• One respondent commented: This is all set up with the assumption that we have clinical promotions to different levels. Many of us don’t, so this could really impact your responses to this survey. Many of us have salary differentials (opportunities for merit-based raises) but not actual promotions to different levels in a hierarchy.

SURVEY QUESTIONS RESPONSES RECEIVED
What Does a Clinical Faculty Member Do?

The Promotion Process
Are guidelines provided for minimum time expected or allowed at each level before being considered for promotion?
Yes, written documentation exists: 67.7% No, no specific documentation exists: 27.7% Other 13.3%
16 responses received

• Surveys were sent out to 60 Universities that were rated between 3 and 4 on the US News and World Report, 2008
• 23 responses to the survey were received
• 8 survey respondents indicated multiple options

The promotion review process includes the following:
Review by other clinical faculty members 73.3% Review by tenure-track faculty members 93.3% Review by Department/Primary Committee Level 93.3% Review area/College/School Level 93.3% Review at University Level 80.8%
15 responses received

Sources: