

**University of Michigan
School of Education**

**GUIDELINES FOR REAPPOINTMENT AND PROMOTION
OF CLINICAL FACULTY**

The creation of the clinical faculty track in the School of Education at the University of Michigan recognizes the unique contribution these individuals can make to the School's high quality professional education programs by supporting the development of outstanding practitioners in the field of education. The School recognizes that these individuals possess special knowledge, qualifications, and experiences that enhance the expertise base in the School. Clinical faculty help the School achieve its mission by contributing in many ways, including:

- helping to prepare teachers and other education professionals;
- assisting in the design and management of School of Education programs;
- supporting outreach to schools and other educational institutions;
- rendering service to local, state, national, and international educational agencies; and
- producing professional scholarship tied to educational practice.

The School of Education seeks to retain and promote clinical faculty members who are outstanding professionals committed to addressing practical and theoretical issues pertaining to educational practice. Clinical faculty are not eligible for tenure, but their contributions are essential to the School of Education. Therefore, decisions about reappointment and promotion of clinical faculty will be made only on the basis of a careful, comprehensive evaluation process.

Areas Of Evaluation And Performance Expectations

In making recommendations for reappointment with or without promotion, the whole record of each candidate will be reviewed. The categories to be considered for all candidates seeking reappointment or promotion are teaching, service, and scholarship. More specifically, candidates are expected to provide evidence of excellence in teaching, meritorious service and recognized accomplishment in scholarship. For some candidates whose assignments involve major administrative responsibilities, a fourth category – program administration – will also be considered.

Reappointment with Promotion

For promotion from Clinical Associate Professor to Clinical Professor, a sustained record of excellent teaching, meritorious service, and recognized scholarship that collectively brings distinction or recognition to the School of Education must be demonstrated. To warrant a recommendation for reappointment with promotion from Clinical Assistant Professor to Clinical Associate Professor, a candidate must demonstrate excellence in teaching; meritorious service and recognized accomplishment in applied scholarship, to the extent deemed appropriate for the level of reappointment, are also necessary. In both cases, administrative responsibilities should be considered whenever it is appropriate to do so.

Reappointment without Promotion

For reappointment as a Clinical Professor, excellent teaching, meritorious service and recognized accomplishment in applied research and scholarship are all required. For the reappointment

without promotion of a Clinical Assistant Professor or Clinical Associate Professor, excellence in teaching is required, and the categories of service and scholarship also apply with the expectation both that the service and scholarship are appropriate for the level of reappointment and that the candidate is on a clear trajectory toward being meritorious in service and recognized for accomplishment in the area of applied scholarship. In all cases, administrative responsibilities should be considered whenever it is appropriate to do so.

Evidence

Below are descriptions and examples of the types of evidence a candidate might use in each area of evaluation to support a recommendation for reappointment and/or promotion. These descriptions and examples are intended to be illustrative rather than exhaustive. Given the nature and variety of responsibilities among clinical faculty within the School of Education, candidates should be given considerable latitude in assembling evidence that accurately reflects their responsibilities and contributions.

Excellent Teaching

For reappointment and/or promotion, a candidate must demonstrate excellence in teaching. The evaluation of teaching excellence should consider a candidate's contributions to the design and enactment of superior courses and demonstrated commitment to the growth and development of School of Education students as emergent leaders in fields of educational practice or scholarship.

Evidence demonstrating excellence in teaching should document the nature and impact of the full range of the candidate's teaching, advising and mentoring. Of special import are ways in which clinical faculty blend attention to and forge connections between educational scholarship and educational practice in their course development and teaching activity. Clinical faculty should also document ways in which their course development, teaching, and advising/mentoring incorporate exceptionally promising or innovative practices.

Evidence related to the quantity and quality of a candidate's teaching should include artifacts that document significant course and program development work; descriptive data on the number of courses and students taught, with commentary describing the contributions that these courses make to the School of Education; methodologically sound evaluations provided by students (such as via the E & E process). Evidence might also include portfolios of student accomplishments; other forms of documented impact on students in courses; and recognition of teaching quality from external sources. In addition, as part of the reappointment and promotion process, evaluations of teaching will be sought from peers (either tenure-track faculty or clinical faculty), including assessment of course syllabi and related documents and documented observations of teaching performance.

Evidence related to the quantity and quality of a candidate's advising or mentoring of students should include data on the number of students advised/mentored, descriptions of the nature of the academic and professional advice/mentoring provided, and reports of the impact of the advising/mentoring on the students.

Meritorious Service

For reappointment and/or promotion, a candidate must demonstrate meritorious service that supports the mission of the School of Education. The evaluation of meritorious service should

consider a candidate's contributions within the School of Education, as well as contributions to other educational institutions and the larger professional community.

Evidence demonstrating meritorious service should document the nature and impact of the candidate's local, regional, and national service activities. Of special import are ways in which clinical faculty create or enhance productive connections between the university and the educational practice communities in their service to local, state, national, and international educational agencies. Clinical faculty should also document ways in which their service activities contribute to the improvement of educational programs in the School of Education by supporting outreach to schools and other educational institutions.

Evidence of service to the life of the School of Education might include documented contributions as a member of committees or task forces, work on special projects of the School, or the occasional performance of special tasks. Evidence of service as a member of a university committee or task force could also be provided. Evidence of service to other educational institutions might include consulting with local schools, school districts, or postsecondary institutions; providing expert assistance to state or national departments of education; or serving on committees or task forces convened by education agencies. Evidence of service to the profession might include contributing to the operation of state, national, or international professional organizations; serving as a member of a committee in a professional organization; or serving as an officer or member of a board of directors in a professional organization.

Recognized Accomplishment in Applied Scholarship

For reappointment and/or promotion, a candidate must demonstrate accomplishment in scholarly activities that are closely tied to educational practice. Given the nature of the appointments and responsibilities of clinical faculty, their scholarly focus and scholarly productivity are expected to be somewhat different from that of tenure track faculty. Nevertheless, clinical faculty in the School of Education are expected to make substantive contributions in this area. The evaluation of accomplishment in applied scholarship should consider a candidate's contributions across a broad range of types of practice-oriented scholarship.

Evidence of accomplishment in applied scholarship can reasonably include publications, presentations, or grants to support or enhance integration and interaction between scholarship and educational practice in School of Education programs and projects. Evidence of accomplishment in applied scholarship might include published materials of various kinds, including articles in academic journals or journals for educational practitioners; books, chapters in books, or manuals that focus on educational practice; or instructional materials. Evidence of scholarly presentations might include those made at state, regional, national, or international conferences of professional organizations or to policy bodies. Evidence of obtaining external funds might include grants to support teaching, service, or research related to educational practice.

Evaluation in this area should be based on the quality rather than the quantity of a candidate's applied scholarship. A large quantity of scholarly activity may be viewed with favor, but quantity will not outweigh quality in the evaluation of accomplishment in applied scholarship. The School of Education will judge quality by considering the reputation of the publications in which scholarly work appears and the conferences in which presentations are made; and assessments of the impact of the candidate's scholarship. In addition, as part of the reappointment and

promotion process, evaluations of scholarship will be sought from external reviewers (either tenure-track faculty or clinical faculty).

Program Administration

Some clinical faculty have positions that require substantial administrative duties and responsibilities. In such cases, administrative effort and responsibilities will be explicitly considered in evaluating a candidate for reappointment or promotion. In particular, candidates should document their accomplishments in program administration, so that they can be evaluated as part of the process.

It should be recognized that those who carry substantial administrative duties will generally not be able to spend as much time on teaching, service, and scholarship; expectations should be adjusted accordingly. Although the quantity of teaching and service and the productivity of scholarship may decrease because of administrative responsibilities, no one will be reappointed or promoted unless the quality of their teaching, service and scholarship is judged to be high. There should be no doubt about the candidate's capacity to produce excellent teaching, meritorious service, and recognized accomplishment in applied scholarship should his/her administrative responsibilities be reduced.