

**UMBC**

AN HONORS UNIVERSITY IN MARYLAND



# **Clinical Professor Promotion Criteria**

**UMBC  
Department of Education**

8/2002

## UMBC Department of Education Clinical Professors

## A. Definition:

1. Clinical faculty hold positions through which they contribute to advancing best teaching practices, educational leadership, and clinical scholarship of the University of Maryland Baltimore County (UMBC) and the UMBC Department of Education. They hold faculty ranks as Clinical Instructor, Clinical Assistant Professor, Clinical Associate Professor, or Clinical Professor.
2. As with all Department of Education faculty, clinical faculty members engage in teaching, service, and scholarship. However, primary responsibilities for clinical faculty are focused on building or maintaining teacher education programs (preservice and inservice) that best serve local, state, national, and international needs in alignment with the goals of the UMBC Department of Education.
3. Clinical faculty members participate in the faculty governance process as defined by the Department and Faculty Senate, receive usual faculty benefits with the exception of sabbaticals, and undergo periodic reviews of their performance. They are not eligible for tenure.

## B. Appointment of Faculty

1. Clinical education faculty members hold positions as employees of the University of Maryland Baltimore: County within the UMBC Department of Education. They are recruited and appointed through university recognized processes, similar to those used for tenure-track faculty.
2. A Search Committee will be appointed by the Chair of the Department, comprising clinical faculty and tenure-track faculty at or above the level of promotion. District or school-based educators who will be working with the clinical faculty member or are familiar with the work of clinical faculty may also be members of the committee, though in a non-voting capacity.
3. The Search Committee will review applications, invite applicants to campus, and makes recommendations to the Chair of the Department. In turn, the Chair recommends appointment to the Dean of the College of Arts and Sciences.
4. Clinical candidates are expected to submit a letter of application, a current curriculum vitae, references, and other supporting material. During the campus visit, they will be expected to make a presentation to the Education faculty consistent with the position for which they are applying.

5. Initial appointments are for one to three years, the first year of which is probationary. Subsequent appointments are for three years at the Assistant or Associate Clinical Faculty level. For Clinical Full Professors, contracts may be for periods of up to five years.

### **C. Clinical Ranks.**

#### **1. Clinical Instructor**

Clinical instructors are expected to hold, at a minimum, a Master's Degree, with clear evidence of potential in clinical teaching and educational leadership in K-16 contexts. Experience in teaching, curriculum development, supervision, or other relevant educational experience is desirable.

#### **2. Clinical Assistant Professor**

Clinical Assistant Professors are expected to hold a terminal professional degree in a relevant field, with teaching, curriculum development, or supervisory experience in K-16 contexts. There must be evidence of teaching effectiveness and educational leadership as well as potential for clinical scholarship.

#### **3. Clinical Associate Professor**

In addition to the qualifications of a Clinical Assistant Professor, Clinical Associate Professors are expected to have had substantial relevant teaching and professional experience in the field, including working with other educators in K-16 contexts. In addition, they must have a record of successful teaching, educational leadership, and clinical scholarship.

#### **4. Clinical Professor**

In addition to the qualifications of a Clinical Associate Professor, Clinical Professors are expected to have established a record of excellence in clinical teaching, excellence in leadership, and distinguished clinical scholarship.

### **D. Contract Renewal or Promotion**

1. After the initial contract, each subsequent contract is dependent upon a positive review of the preceding contractual term, taking into account the faculty member's demonstrated effectiveness in fulfilling teaching, leadership, and scholarship missions. For contract renewals, the recommendation is made by the Chair. For promotions see below.

2. Promotion for professorial clinical faculty is parallel to that for tenure-track faculty. Clinical faculty may apply for promotion from Clinical Assistant to Clinical Associate Professor during the sixth year, and from Clinical Associate Professor to Clinical

Professor during the third year. Promotion from Clinical Instructor to Clinical Assistant Professor may be requested at any time, provided the candidate meets the requirements for appointment to that rank.

3. All candidates for promotion will develop a portfolio, which serves to demonstrate the candidate's educational contributions. This portfolio will include at least the following: A self-assessment of teaching, professional leadership/service, and clinical scholarship; A current curriculum vitae, with a signed, dated statement attesting to its accuracy; Publications, manuals, curricula, reports, materials relating to oral presentations, recognition letters, or other demonstrations of professional leadership or scholarship- SCEQs and syllabi from courses taught during the period in question (Candidates may also include other evidence of successful teaching, such as videos or peer observation reports)

4. In addition, candidates will present a list of names of from 4-6 students who were previously enrolled in the candidate's classes who can serve to evaluate the candidate's teaching. The promotion committee will also develop a list of students from these same classes. The promotion committee will select two students, one from each list. Each of these students will interview 4-6 other students about the candidate's teaching effectiveness and access, review SCEQs and syllabi, and write a brief report of their findings to be presented to the promotion committee.

5. Candidates will also present a list of 4-6 individuals outside the Department who can evaluate the clinical leadership and/or scholarship contributions of the candidate. These individuals may be principals, superintendents, mentor teachers, or other local, state, national, or international educators familiar with the candidate's work or with the type of clinical practice the candidate is engaged in. The promotion committee will also develop a list of 4-6 potential external reviewers. The promotion committee will select 3-5 individuals from the pool of potential reviewers (at least one from each list) to provide an evaluation of the candidate's contribution.

6. A promotion committee of 5 members will be appointed by the Chair of the Education Department selected from clinical and tenure/tenure track members above the rank of the candidate. The committee will evaluate the candidate on teaching) educational leadership/service and clinical scholarship as well as provide an overall recommendation regarding promotion. The procedures governing confidentiality voting, record-keeping, reporting and other related matters will be the same as those used for tenure and promotion committee for tenure-track faculty as amended from time to time.

7. The promotion committee will report to the Chair, who will, in turn, write a report to accompany the committee's report for the Dean of the College of Arts and Sciences.

8. Applications for contract renewal will require the same process, with the exception of seeking external letters.

## **E. Departmental Performance Review Criteria:**

Clinical faculty members are evaluated on the basis of three criteria: teaching, educational leadership, and clinical scholarship.

### **1. Teaching**

Clinical faculty positions in Education might involve, but are not limited to, the following teaching activities:

- A. Teaching students in a clinical setting such as a PDS or a classroom
- B. Advising and counseling students/interns
- C. Developing and teaching clinical courses
- D. Facilitating teaching efforts of faculty, including K-12 teachers
- E. Serving on master's or doctoral thesis committees
- F. Teaching experienced teachers in clinical settings
- G. Mentoring teachers

Evidence of a clinical faculty member's teaching might come from  
 Student evaluations of performance (including SCEQs)  
 Faculty evaluations based on observation or co-teaching  
 Teaching awards or recognition by colleagues or professional associations  
 New course syllabi, materials, or assessment measures  
 Demonstration of integration of teaching efforts within or between departments  
 Innovative teaching techniques  
 Materials for workshops or seminars for experienced teachers, administrators, or lay public  
 Teaching videos  
 Reports from teaching journals or diaries

### **2. Educational Leadership/Service**

Clinical faculty might, by way of example, engage in the following types of leadership/professional service activities:

- A. Coordinating an academic program
- B. Developing, organizing, or evaluating new clinical approaches or experiences
- C. Contributing to inservice teacher education programs or materials
- D. Participating and/or leading professional associations
- E. Participating and/or leading community service committees
- F. Providing advocacy or testimony
- G. Providing public or government service
- H. Facilitating job searches for students
- I. Developing collaborative relationships with other UMBC departments or private sector partners
- J. Seeking funding for program innovations

Evidence of a clinical faculty's educational leadership might be:

Participation in collaboratives or educational partnerships

Service on boards of directors, advisory boards or other professional boards

Election to membership in societies requiring meritorious professional achievement  
 Leadership in professional organizations  
 Election to offices in national or international educational professional societies  
 Invited presentations to local, state, national, or international policy makers  
 Invited lectureships or visiting clinical positions at other universities  
 Successful competition for awards, prizes, grants, or contracts in support of educational leadership activities  
 Published editorials or letters in media  
 Newsletters and other alumni relations efforts  
 Letters acknowledging candidate's leadership contributions

### **3. Clinical Scholarship**

Clinical faculty scholarship might include, by way of example, such activities as:

- A. Developing new curricula or programs
- B. Organizing and supervising special projects by students/teachers
- C. Engaging in action research on program effectiveness
- D. Preparing publications of articles, books, laboratory manuals, or other teaching material
- E. Providing briefings to educational leaders or policy makers
- F. Conceptualizing and implementing new educational programs
- G. Preparing conference or symposium presentations
- H. Organizing and supervising research by teachers and students/interns

Evidence of clinical scholarship might include:

Evidence of contributions to teacher education (program approval, recognition by local, state, national, or international educators, funding or other support)  
 Oral and written reports on educational innovation, practice, and policy  
 Publications of articles, books, manuals, reports, or teaching materials  
 Presentations at conferences) educational or policy meetings) or other venues related to school practice  
 Invitations to organize, chair, or participate in panels, symposia, or conferences  
 Invited presentations  
 Development of reports or other records of program activities  
 Development of program resources (manuals, curriculum, advisement materials)  
 Successful competition for awards, prizes, grants. or contracts in support of clinical scholarship activities